

# The Effects of Educational Tools in Reducing Code-Switching in Child Simultaneous Bilingual Education

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Received: August 13, 2016

Accepted: September 6, 2016

Online Published: November 14, 2016

doi:10.5539/jel.v5n4p306

URL: <http://dx.doi.org/10.5539/jel.v5n4p306>

## Abstract

Simultaneous bilingual education of a child is a dynamic process. Construction of linguistic competences undeniably depends on the conditions of the linguistic environment of the child. This education in a monolingual family, requires the practice of parenting tactics to increase the frequency of the language use in minority, during which, code-switching prevents child from keeping the monolingual rhythm in the minority language. This case-study focuses on a 41 month-old girl whose only interactive source for the second language, i.e., French, is her non-native mother, since birth; Persian is the dominant social language. Seeking to promote language acquisition by offering several opportunities for the weaker language, “animation”, accessible in every house, is introduced as an audio-visual educational tool. This paper experiments the application of a parental method to see if this passive tool can be used to create interaction and communication, how effective can such a document be on child language development while limiting code-switching and minimal level of expression and thus analyzing language learning of a child being exposed to two languages in a monolingual social environment. This research aims to prove the effectiveness of cartoon as an educational tool in improving the quality of a minority language acquisition by designing age-adapted activities that have been tested earlier to educational goals by the mother-researcher on primary school children. All sessions of this experiment were subjected to an audio recording which allows meticulous observation and data evaluation.

**Keywords:** cartoon, code-switching, educational tool, non-native parent, parental tactic, simultaneous bilingual education

## 1. Introduction

### 1.1 Introduce the Problem

There is a strong possibility that a child becomes bilingual when grown up in an environment where two languages are daily used. Owing to his parents who speak more than one language in their interactions, the child is in constant contact with languages during his language acquisition process. “Like any other child, he lives his appropriation of the world by cognitive and language development, with multiple interactions between cognitive development and appropriation of language” (Our translation) (Noyau, 1998, p. 9).

The bilingual environment privileges the newborn with a favorable condition for obtaining a bilingual competence. Researches done on bilingualism assert that there is an undeniable relationship between language learning and the age of the child; the child is competent to learn a language more effectively when he is exposed to the language at a younger age and benefits from the occasions provided by his parents who make his first social environment.

“The language system constitution process which starts at the beginning of the second year with the production of the first conventional words is orchestrated by the gradual establishment of basic constraints of the language in fundamental domains such as vocabulary, grammar and pragmatics. This progress shall be made possible by the linguistic interactions with his social environment, such as parents” (Our translation) (Bassano Dominique et al., 2005, p. 171).

### *1.2 Importance of the Problem*

There are non-native parents who lead their children towards bilingual education while being aware that a natural progress is not promised. Outstanding studies conducted in this area are presented by Saunders (1982), Harding and Riley (1986), Döpke (1992), Roman (1995), in which the group of non-native parents and the non-native bilingualism is confirmed as a category in bilingualism. This subject deserves to be furthermore developed, as raising a bilingual child in a monolingual couple can be a popular phenomenon, but the problems and situations have been little explored. Case-study observations can create signifying research ground in this area. The interesting point of this research is that here the attention is taken on the linguistic evolution based on the creation of a monolingual environment in favor of the minority language where the child's tactics to this strategy in its special linguistic situation are taken into account.

In families where one or both parents are considered as native speakers of a language, bilingualism progress more naturally because there are elements which simplify the process. Daily interactions, visits of relatives who speak the language, regular trips to the country where the language is spoken; even in some societies, the presence of a bilingual nanny make the task easier because the child communicates with an adult who addresses him in the desired language. But if the child grows up in a monolingual society with monolingual parents who use the language of the society in their everyday life, the parent who speaks the minority language becomes the only source of this language for the child. For a parent who is determinate to engage the child in this process, considering the fact that there will be no community support, this plan looks quite unachievable if limited to the dyadic daily exchanges between child and parent. Various situations must be created in order to promote the quality of discourse during interactions and to provide the child with an opportunity to develop his language skills. The studies on this subject unanimously admit the fact that using the rule of "one person, one language" (Ronjat, 1913) can ensure the permanence of bilingualism in children. While confirming this rule, to complete these statements we can conceive that for a child who doesn't have the situation to grow up through natural exposure to a desired language, supporting only spontaneous learning situations will not suffice. Therefore, the natural way of language acquisition and assimilation happens by immersion of the language in the child's life from his very first years.

### *1.3 Hypotheses and Research Design*

This study wishes to exemplify the case of a little girl raised through a simultaneous bilingual education in the third year of her life. In this study, we will see how a non-native bilingualism can guarantee its existence. It seems that the permanence of a minority language is connected to the language frequency usage. The question to be elaborated is how we can motivate a child to express himself easily in the minority language? Apparently this goal depends on parental attitudes by introducing the language to the child in proper moments.

In this research, first of all we introduce the principal rule practiced by the mother-researcher to help maintain the bilingual development of her daughter since birth; then we explain why and how a monolingual strategy could be integrated into exchanges between mother-daughter. Next, the attitude of the child towards this strategy and the frequency of her code-switching will be reported. Subsequently, we will propose an educational technique to improve the level of child language skills in the weaker language and we finally discuss its application results.

## **2. Description of the Case Study Bilingual Development**

### *2.1 Initial Conditions for Developing a Bilingual Competence*

The development of bilingual skills depends on the conditions that contribute to it; such as availability of the language and its continuous use in various contexts which improves the vocabulary level of the child, like motivating situations that encourage the child to express himself more in the minority Language. It is precisely these aspects that indicate the crucial role of parents, it is up to them to promote interest in their child and stimulate in him the need to communicate in that language. Because language learning proceeds in communication.

All bilingual children do not grow up in the same linguistic situations. In general, early bilingualism is attributed to children of mixed couples who address the child each in his own native language. But this bilingualism can also encompass other groups, such as non-native parents. According to Romaine (1995) who describes five types for early childhood bilingualism, the category of non-native parents expresses the case of parents who share the same native language, which is the dominant language of the society, but one of them always speaks to the child in a language that is not their native language. "Non-Native Bilingualism (NNB) is a condition where parents share the same native language living in the community where their native language is predominantly used and the child is always addressed by either parent or both in a language which is not their native language" (Szramek-Karcz, 2016,

p. 93). In some societies, non-native parents sometimes have the option to hire a nanny, a native speaker of the language; in this way, they offer their children the opportunity to learn a language at an early age and in an intuitive way.

### *2.2 Situation of the Case Study*

In the studied case in this research, the monolingual situation of the country does not offer this opportunity. Persian is the only language that dominates in all society's interactions, so the idea of communicating with a native French is far from being reached. Even the institutions that offer the occasion of a preschool education in French language are quite limited with schedules that are seldom appropriate for parents who work. Elena's mother, a teacher in a French-Iranian bilingual school is familiarized with the situation where an Iranian child practice a language other than Persian. In simultaneous bilingual education of her daughter, she looks for the ways to interweave French into the life of her daughter. In other words, she knows that for motivating and encouraging her daughter to communicate in French, the opportunity must be first provided. "A person becomes bilingual because he needs to communicate with the world around him through two languages and the rest according to the need that he feels" (Grosjean, 1984, p. 5).

### *2.3 Principal Used in the Case Study*

The principle "one person, one language" has been applied to the situation of our case study from the beginning of her education. Mother, as the unique source of the French language has entirely devoted every moment of interaction to her daughter in this language, but the society in which Elena grows up, day after day offers her more and more opportunity to practice Persian. "If quantity and quality of the provided linguistic input to the child affect fluency of languages, parent's interactional styles, especially the way that they adhere to the principle 'one person, one language', also play an important role in the future level of the child's bilingualism" (Our translation) (Ibid., p. 77).

For the child of the case, attending the nursery from almost 20 months, has given her in most of the times, the possibility of interactions in Persian. And obviously the place of French has become quite unstable and the time devoted to this language visibly very rare. So, during conversations produced by Elena, French gradually has been replaced by Persian, the majority language and she feels the need to use her Persian knowledge to move forward the conversation; in this way, linguistic competences begins to be limited to a receptive level and develops like "a simple passive competence in French" (Our translation) (Goethe Institute, 2002, p. 45).

#### *2.3.1 Application of a Monolingual Strategy, the Tactic of "What?"*

To favor this marginal language in dyadic interactions, while respecting the rule "one person, one language", the mother incorporates an absolutely monolingual strategy from the second year of the life of her child. This parenting strategy presented by Taeschner (1938), motivates the child to boost his language productions in the dominated language. The best way to stimulate children's productions in the minority language is that the parent (often bilingual) who represents the minority language, takes a monolingual strategy in his interactions with the child and pretends not to speak or understand the majority language. Taeschner calls this type of parental response "Wie? Tactic" (Tactic of "What?"). This parenting strategy suggested by Taeschner, involves the parents in encouraging the child to produce sentences in minority language; if the child's sentences are limited to the majority language, parents are recommended not to answer him.

In the case of Elena, this has been the preferred method which led her to reactivate her language knowledge in the minority language. Table 1 illustrates her speech production with an example taken from her daily conversations with her mother. The technique used by the mother passes this message to the child that the conversation continues entirely in the minority language.

Table 1. Sample of practicing the tactic of “what?”

The dialogue in French	English Translation of the dialogue
E- Maman, tu sais, <i>emruz Arshida</i> à l'école <i>harf-e-bad zad</i> .	E. Mummy, you know, <i>emruz Arshida</i> in school <i>harf-e-bad zad</i> .
M- Comment ?	M. What?
E- <i>Arshida harf-e-bad zad</i> .	E. <i>Arshida harf-e-bad zad</i> .
M- Désolée, je ne te comprends pas	M. Sorry, I don't understand you.
E- A l'école.	E. At school.
M- Eh bien à l'école, qu'est-ce qui s'est passé à l'école ?	M. So at school, what has happened at school?
E- <i>Arshida</i> a dit..., elle a dit...	E. <i>Arshida</i> said...., she said...
M- Qu'est-ce qu'elle a dit?	M. What did she say?
E- <i>Harf-e-bad</i> .	E. <i>Harf-e-bad</i> .
M- Eh, ça veut-dire quoi?	M. Eh, what does it mean?
E- <i>Arshida</i> a dit ... eh ...un gros mot.	E. <i>Arshida</i> said ...eh....a dirty word.

According to researches done in this domain, this tactic can lead to different results that depend both on the linguistic condition and linguistic attitude of the child and his parents; firstly, the role of the parent is to follow the monolingual approach all the times, and secondly, it is the child who should have sufficient interest in engaging in such kind of conversations, because he is well aware of the fact that the parent is able to speak in the language which is spoken by their environment. The child in question has responded well to this strategy; Elena tries to refer to her French to extend the conversation. Consequently, the minority language begins to regain its place in the child everyday life.

### 2.3.2 The Minimum Speaking Competence & the Child's Code-Switching

Progressively, the mother observed an imposing problem: despite the efforts of Elena to stay faithful to the monolingual French interactions, there are moments when she shifts to code-switching in the majority language, because at the lexical level, there are words which could not be found in her French knowledge; the reason stands for the lack of frequency of such words in her daily life.

Table 2. Sample of code-switching

The dialogue in French	English Translation of the dialogue
E- Eh maman, voilà mon bonnet.	E. Eh mammy, here is my hat
M- Oui ma chérie, c'est à toi.	M. Yes my darling, it's yours
E- Mon bonnet, où est mon ... mon <i>algardan</i> ?	E. my hat, Where is my ... my <i>algardan</i>
M- Pardon?	M. Excuse-me?
E- Je dis mon <i>algardan</i> .	E. I say my <i>algardan</i>
M- Ton écharpe, Elena. Tu veux ton écharpe?	M. Your scarf Elena. Do you want your scarf?
E- Oui.	E. Yes
M- Donc, qu'est-ce que tu veux ?	M. So, what do you want?
E- Toi, tu le dis après moi je le dis.	E. You, you say it after that me, I say it.
M- Écharpe.	M. Scarf
E- Écharpe	E. Scarf

The provided example reveals the consciously made code-switching of Elena with a justifiable reason for the child: she simply does not know the French equivalent of the word. The code-switching can occur at any time in a bilingual speech ... intentional capacity to intervene the second language in the speech. To pass on from one

language to another in a speech is similar to the use of code-mixing but requires an extra effort: in a monolingual context the child does not mix but switches and this operation requires an extra cognitive effort (Rimbaud, 2009). However, Elena's tendency to practice French pushes her to invent a method of communication on her part: she uses her minimum competence in French to pass her message. The example in Table 3 illuminates the explained situation.

Table 3. Sample of minimum speaking competence

In the kitchen, Elena is explaining to her mother that she is going to put the mushrooms on a board for chopping and then putting them into a basket.

The dialogue in French	English Translation of the dialogue
E-Maman donne-moi un couteau, je fais des champignons comme ça.	E. Mommy give me a knife, I do mushrooms like that.
M-Donc, tu veux couper les champignons?	M. So, you want to chop mushrooms?
E-Oui, couper sur ça et mettre les champignons dans ici.	E. Yes, to chop on this and to put mushrooms in this.
M-Couper les champignons sur une planche.	M. To chop mushrooms on a board.
E-Oui, planche.	E. Yes, board.
M-Donc, qu'est-ce que c'est?	M. So, what's this?
E-Toi, dis-le.	E. You, say it.
M-La planche.	M. The board.
E-D'accord, la planche.	E. Ok, the board.

As is evident, Elena has stayed true to the rhythm of a monolingual interaction. She clearly tries to find suitable words for the situation, but given that the necessary words for communicating her message are missing in her linguistic background, she resorts to using general words like "it" or speaking with phrases like "I'm doing this". Obviously both the monolingual strategies of the mother and the child's interest have shown their results: keeping the child in the mood of the French language. But the mother-researcher is not satisfied with this level of linguistic competence of her child. And undoubtedly spontaneous situations of communication are not sufficient to transmit the necessary language skills. The mother is looking for a way to improve the linguistic competences of the studied subject and similarly to enrich the lexical knowledge of the child in her dynamic bilingual development.

### 3. A Remedial Educational Tool for a Child Simultaneous Bilingualism

In 2015, the child's mother has held short films' workshops in French for primary school children in different levels from CP to CM (7 to 10 year-old children) for 6 months. It was these workshops that have brought up the idea of promoting dyadic communication situations between the mother and her own daughter via audio-visual documents. One of these educational tools, always in reach of children, is the cartoon.

#### 3.1 Application of Cartoons as an Educational Document

TV, a document effectively available in every house, entertains children and gives a good opportunity to parents to let the child sit safely alone in front of the screen even for hours. Especially if there are cartoons designed to improve child's language skills, parents feel even more pleased and with a restful mind they believe that their little is taking advantage of this moment and in this way he can develop his language skills. But specialists are not of this opinion; we will first go over a brief review of the dominant ideas about exposure of young children to the TV screen. "A major concern regarding screen time is that it may take the place of other activities in children's lives, such as playing outside or reading" (Drotz, 2012, p. 238). The research done in this domain on children of 4 to 6 years old shows that children of this age who watch TV more than two hours a day, spend every day half hour less of their time playing and correspondingly less minutes reading.

Most parents unintentionally put their children and generally their young ones in front of the screen, because the TV can act as a nanny for children or because they feel that these programs are educational. But the fact is that according to experts, it is essentially the parents themselves who should assume responsibility for the education of their children.

“Many parents and caregivers often inadvertently and unknowingly encourage screen time, especially among young children, because it serves as a babysitter. Or because they believe that the program or video/computer game is educational. However, it is ultimately a parent’s responsibility to teach his or her child, not that of the TV or computer” (Ibid., p. 253).

It can be essentially affirmed that language acquisition is realized in the communications that take place in social environments. The child practices a language and logically, it is based on his mistakes that he succeeds to build up his language. In a communication situation, the child will make an attempt in which there will be mistakes that will lead to a correction and so on. During this interaction, the child needs constant correction, reformulation, etc. The TV for example, cannot play the role of nanny because it does not allow the child to correct his language errors.

Thus, due to the lack of communication, watching TV does not lead to the evolution of language competence. Parents who want to give a chance to their children to improve their vocabulary level recourse to TV programs or videos which responds to their objective. A study was conducted on American children aged 30 to 36 months by Becker (2013) about child’s screen media habits for verifying its effects on child’s word learning. It has proved the negative influence of this exposure. “This sample of children did show a significant negative correlation between hours spent viewing screen media and vocabulary size. The more television parents reported their child watching, the lower the child’s vocabulary score” (Becker, 2013, p. 21). This research corresponds with an earlier research done by Christakis (2007) who confirmed that there is no evidence in this fact that television exposure can lead a child to a better language performance. There is even a negative relationship between media exposure of a child and his further vocabulary size.

Contrary to general ideas that a child growing up far from TV cannot identify himself and will not have a good enough integration into the group of friends, Desmurget (2011) indicates that children who are used to constantly watch TV programs do not seem to be more competent in social interactions comparing to children who are raised away from TV. So the language is not constructed in front of the TV screen; improving a language requires interactions. This should be noted that passive observation of television, cartoons or special programs intended for language development for young children, offer no linguistic benefit. A research conducted by Lynette Aletha Friedrich and Stein in 1973 with three groups of pre-school children, under the objective of finding the relation between watching violent scenes on TV and aggressive behavior of children, in a course of three weeks, has shown that the group who had watched aggressive programs like Batman and Superman showed more aggressive behavior during the first half hour of the school day. The experimental manipulation of TV viewing permitted Friedrich and Stein to state that watching aggressive programs caused aggressive behavior.

### *3.2 How to Choose an Appropriate Cartoon*

Choosing a cartoon depends principally on the age of the child, considering the fact that children of this age (about 3-4 years old) like repetitions as they feel more secure, be it a story or a cartoon, especially if this repetition allows the child to discover his favorite characters. Watching a cartoon, doing it again and again can facilitate comprehension of the words heard in the cartoon. Designing a plan based on a cartoon requires some acquaintance with the child’s interests in order to achieve the intended objectives. And it is the parents who can best do such kind of project because they are fully conscious of their children preferences. However, this is not limited to families, teachers also find the cartoon as a document that is well suited to expand children’s capacities. With this tool, some subsidiary learning plans can be intended on children’s reading materials and picture books which follow a similar subject as the cartoon. We could go even further by preparing creational artistic sessions that inspire imagination and strengthen language skills or some civic education which reveals the theme of an audio-visual document.

When the child is exposed to the screen to watch a cartoon, he hears words and phrases. But the fact that he hears them fast and unrepeated, will not result in remembering or recognizing the words and structures. He needs various activities in accordance with the cartoon context that contribute to appropriation of this knowledge.

## **4. Method**

### *4.1 Introduction to the Educational Tool*

TV is a device now present in all houses and remains inevitably in our everyday lives; it is almost impossible to take away from this magic box. Educators, aware of this fact, say that you cannot avoid young children from this educational tool; so it’s time to see things from the other side: these programs are a source which can put the child in contact with a language and if this exposure is programmed, it could be productive and that’s precisely what Elena’s mother tried to do.

She uses them as an educational tool for teaching her child; considering her age, cartoons have a special attraction for the little girl and help her discover the French language in a different way. In this manner, the language is

present not only in the dyadic mother-child interactions but also in her leisure moments when she enjoys watching the cartoons that she loves in front of the screen. But how to benefit from these moments and how to turn them into an opportunity to prompt in children the desire to speak in the weaker language?

In the following section, some plans for educational activities according to a cartoon session are presented. The records include all activities that each carry a particular purpose. The objective is to verify the possibility of programming language learning activities using a cartoon that is intended to improve child language skills. Considering the fact that in the case of Elena the principal objective is to integrate French into her daily life, all activities are intended to guide her in a way to appropriate linguistic appropriation, to offer her a situation to understand and express herself more in French.


#### 4.2 Activity Suggestion Based on a Cartoon Session

The activities presented below, define an objective, improving the oral language, more precisely enhancing the oral expression capacity in the minority language. In the lexical perspective, the objective is to improve her lexical level in production and her lexical memory when receiving talks. While effecting the program, we should be attentive to the objectives of each activity and the required time to reach the desired result. We begin with the position of repetition of one structure, a question or the child's sentences implicitly to correct his productions and offer him the opportunity to hear the correct structures that are adapted to his level.

For programming the activities, we were inspired by the protocol assessment of language skills in Ps section (3 to 4 year-old children) (Talarmin, 2013). The activities are based on the principle of the development of listening and observation competences. Considering that French does not occupy naturally a major position in daily activities of the child, the organization of all activities follows definitively the objective of improving language reception and production.

##### 4.2.1 Animated Series Trotro

The cartoon on which our activities has been based is a French animated television series, *L'âne Trotro* (donkey trotro), by Eric Cazes and Stéphane Lezoray. The selected episode is *Trotro veut un bonbon* (Trotro wants a candy) that extends over a period of almost four minutes. The reason for this choice is the fact that Elena appreciates very much this cartoon and participates voluntarily in activities concerning the characters of this animation and is always motivated for the retention of words and phrases retrieved from different episodes of Trotro. Thus, development and accomplishment of various activities from this episode are mainly supported by Elena's active participation.

Animated series	Episode	Image
L'âne Trotro	Trotro veut un bonbon (3':30'') (Trotro wants a candy)	

#### 4.3 Educational Activity Design

These activities were created in the objective to practice the cartoon as an educational and interactive device. Each activity follows a specific objective and improves one or more linguistic competences. It should be noted that in order to maintain child's motivation and active participation, the activities were planned to last 5 to 7 minutes.

Table 4. Activity plan: competences and objectives

Activity	1	2	3	4	5
<b>Competence</b>	Listening and identifying	Understanding a story and retelling while respecting story sequences	Naming the observed characters	Understanding a simple structure using relevant vocabularies	Expressing opinion
<b>Objective</b>	Listening to and	Drawing attention to lexical	Identifying and portraying the characters (demonstrating	Creating a situation of	Encouraging to express ideas and

	recognizing a well-known song	correction and grammatical reproduction	simple-instruction-comprehension)	communication based on action verbalization (thru a cut-out activity)	promoting power of imagination
<b>Estimated duration</b>	4 minutes	5 minutes	7 minutes	5 minutes	4 minutes
<b>Situation</b>	Listening the title song of <i>Trotro</i> cartoon while blindfolded	Retelling the story of the episode, as understood (Executor asks leading questions to reproduce sentences heard in the episode.)	Identifying, naming and coloring the principal characters of the watched episode drawn on a paper	Providing colored papers and the picture of a basket. Paper candies are to be cut and paste onto the basket.	Oral opinion expression on a subject, followed by painting/ drawing the expressed thoughts.

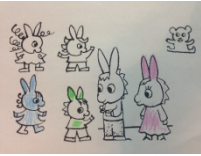

## 5. Results

The progress of the sessions has been entirely recorded but for the presentation in the table, we have only shown sequences which clarify principally the fixed objectives for each organized session. The session procedure illustrated in the table 5 is taken from the whole, according to parts concerning the objective.

Table 5. The activity session procedure

#	Procedure		Picture
	In French	In English (our translation)	
1	M-Je ferme tes yeux, tu écoutes la chanson puis tu vas me dire c'est la chanson de quel dessin animé?	M-I cover up your eyes, you listen to a song then you will tell me this song belongs to which cartoon?	
	E-D'accord.	E-Ok	
	M-Donc écoute. (As she hears the first words, she starts to sing the song)	M-So, listen. (As she hears the first words, she starts to sing the song)	
	E- C'est Trotro!	E-It's Trotro! (After watching this episode of Trotro)	
2	M-Peux-tu m'expliquer ce qui s'est passé?	M-Can you tell me, what has happened?	
	E-Trotro prend les bonbons et a versé dans la cuisine et le salon. Il a <i>prend</i> beaucoup et il a mal au ventre et il a <i>prend</i> des épinards.	E-Trotro takes candies and dropped them in the kitchen and the living room, he <i>has had</i> a lot and he has a stomach ache and he <i>has had</i> the spinach.	
	M- Enfin il a pris des épinards?	M-Finally does he have the spinach?	
	E-Non il <i>n'a pas prend</i> des épinards. Après sa maman, il a dit il a <i>prend</i> beaucoup bonbons.	E-No, he <i>hasn't has</i> the spinach. After his mom, he said he <i>has has</i> a lot of candies	
	M- Pourquoi il n'a pas pris d'épinards?	M-Why didn't he have the spinach?	
	E-Il a mal au ventre.	E- He has a stomach ache.	
M-Oui, la maman dit: Tu as pris beaucoup de bonbons.	M-Yes, his mom said: you had a lot of candies.		
M-Au début de l'histoire, quand il est venue en cuisine, qu'est-ce qu'il a dit à sa maman?	In the beginning of the story, when he came to the kitchen, what did he say to his mom?		
E-Je veux bonbons.	E-I want candies		



	(Mom shows the drawing to Elena)	
M- Qui sont-ils ?	M- Who are they?	
E- Lili, papa, sa maman, Trotro, lui, Anna, Babou, non Boubou.	E- Lili, dad, his mom, Trotro, him, Anna, Babou, no Boubou	
M- Et là c'est qui ?	M- And there, who is he?	
E- Nounours	E- Teddy bear	
M- Elena, colorie seulement ceux que tu as vus dans cet épisode. Tu as vu le papa de Trotro?	M- Elena, color only those whom you have seen in this episode. Did you see Trotro's dad?	
3 E- Non	E- No.	
M- La maman ?	M- The Mom?	
E- Oui	E- Yes.	
M- Donc, colorie.	M- So, color (it).	
E- La maman est toute rose, voilà.	E- The mom is completely pink, that's it.	
	(She continues to color the characters present in this episode While explaining the colors that she attributes to each character.)	
M- Avec ces papiers en couleurs fabrique quatre bonbons et colle-les dans le panier.	M- With these colored papers make four candies and paste them in the basket.	
M- Les bonbons sont de quelles couleurs ?	M- What color are the candies?	
E- Violet, violet.	E- Purple, purple	
M- Qu'est-ce que tu fais ?	M- What are you doing?	
4 E- Découpe les papiers. Je fais des bonbons.	E- Cut papers. I make candies.	
M- Tu veux les coller où ?	M- Where do you want to paste them?	
E- Où ?	E- Where?	
M- Dans le ...	M- In the ...?	
E- Dans le panier !	E- In the basket!	
	M- What will happen if we eat a lot of candies?	
M- Que se passe-t-il si on mange trop de bonbons ?	E- The microbes come.	
E- Des microbes viennent.	M- And the baby?	
M- Et le bébé?	E- He has stomach aches. And the teeth break.	
E- Il a mal au ventre. Et les dents cassent.	M- And you, you eat a lot of them?	
M- Et toi, t'en prends beaucoup ?	E- No.	
5 E- Non	M- Draw a child who has have a lot of candies?	
M- Dessine un enfant qui a pris beaucoup de bonbons.	What are you drawing?	
Qu'est-ce que tu dessines ?	E- A baby who eats a lot of candies.)	
E- Un bébé qui prend beaucoup de bonbons.	(Elena draws a baby with a bag of candies and an angry bug, representing the microbe.)	

## 6. Discussion

### 6.1 Activity 1

The intention of this first activity is about the development of the child's attention span based on an activity focused on auditory discrimination. Observation session of the cartoon starts with the title song creating a favorable atmosphere for a monolingual dyadic interaction in French. Elena is put to listen to a favorite song and

this provokes her enthusiasm to participate in the rest of the activity. So the musical document serves as a motivational tool. As noted in the table, Elena listens to the song while blindfolded, with the aim to get advantage of and at the same time to improve the child auditory skills; she is led to discriminate the words of the French song. Since Elena is familiar with the words and the rhythm, she soon begins to sing. This familiarity gives her a sense of security and interest. Due to the repetitive nature of the song, retention of the words and their use in daily conversations occurs almost effortlessly.

### *6.2 Activity 2*

This second activity which is based on visual and auditory perception, requires the child to retell the history of the cartoon once the session is over. The activity focuses on comprehension and repetition of words and actions, promoting verbal short memory of the child. Elena is evidently able to respect the story successions. She uses words of the story in her narration. The repetition helps appropriation of the words. The situation also endorses learning and applying new words; for example, Elena learned the word “spinach”, a totally new word, just and simply by watching the cartoon. She then used it in her narration of the story, a revealing sign of instant language learning.

### *6.3 Activity 3*

The third activity is based on the understanding of an instruction leading to an action. The child needs to identify key words of a given structure. The activity is centered on the animation session so the child is inclined to be part of it. The child should remember and name the characters of that episode and then color them. Memorization and repetition is being tested. The activity is entertaining so motivating enough for the child to participate and react to the instructor’s questions. While coloring, the child talks about the characters, describes her own action and unconsciously practices the language playfully.

### *6.4 Activity 4*

Perhaps not really kinetic but the forth activity is basically more dynamic and in line with the previous activity. Comprehension is once again checked through a corresponding action. Here more explicitly the child is asked to describe what she sees and what she does. Verbalization of an action is a linguistic ability that activates the child linguistic knowledge and background.

### *6.5 Activity 5*

This final activity extends toward more abstract linguistic skills which are expression of thoughts and argumentation. Since this skill is more challenging and demanding, an especially tangible subject of the animation is chosen so that the child feels confident and familiar enough to be able to express himself. The event encompasses all children of this age, eating sweets and the harm it has for the health. Thus the concrete theme of the episode affects and remains on her mind. For this activity, she is requested to express her opinion on the subject, which automatically provokes replication of the animation words. This reproduction being recurring several times through quite a few activities, results in acquiring and appropriation of the language. In her explanation, she follows the story succession and even she withdraws a conclusion which she represents in drawing; Painting for a child is the one the best instrument for the communicating thoughts and feelings.

Through the activities outlined above, it becomes understandable how an animation can be more than an entertainment in the service of language skill development of a child and thus an educational and interactive tool. The cartoon that seemed at first like a disturbing factor, can be considered as an educational device that supports the exposition of the minority language. For the reason that observing moments of TV can be directed towards interactive activities, improving lexical competence of the child, and retrieving phrases heard during a cartoon session and gives the child necessary materials to use them in daily communications.

In Elena’s case, the practice of the strategies has helped the child to communicate in minority language but since she did not have the necessary vocabulary in certain situations, she applied her own way. Continuity of the communication was dependent either to her code-switching or to her minimal vocabulary expressions in French. In this case, the use of the proposed teaching methods seemed effective. Educational tools adapted to her age could help to increase frequency of the language use. In organizing these educational sessions, the parents have accorded a priority to enclosure of the language in all activities, syntactic and lexical acquisition and improvement of the pronunciation level.

## 7. Conclusion

Construction of linguistic competences in a simultaneous bilingual education of a child is a dynamic process that necessitates the practice of parenting tactics to enforce the language use in minority by creating various conditions in which the child can find opportunities to express himself. Considering this education in a monolingual family and how to encourage a child to express in a dominated language, as our experience proved, animation is a promising educational tool for developing language skills in both reception and production, a way that introduces the communication situations to a child who has actually no other opportunity to practice the minority language outside the house. Therefore, the minority language can recover its place as the time of the child's exposure to the language increases. The child enjoys his moments of interaction, participating in conversations on the subject of the cartoon, and improves his language acquisition while enjoying a favorable situation.

In a cognitive point of view, the child starts to expand his attention level. The continuity of these cartoon sessions can ensure the linguistic progress of the child when selection of animations is done according to his age. Younger children are especially interested in stories that relates the events of their daily life. Just watching an audio-visual document like a cartoon in the target language is insufficient for lexical improvement of the child, due to the absence of interaction. Thus, we should design activities that support the retention of vocabularies and structures. The images of cartoons are beneficial to help visualize new vocabularies that will lead to an easy meaning construction of a word and its appropriation and hence, helping a more successful bilingual education in a monolingual society.

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