

In the context of Congolese multilingualism, this research was conducted among teenagers and adult children at Plateau des Residents des professeurs. The findings of the survey indicate that French is frequently used by individuals in almost every situation, making it a dominant language at home and school. The attitudes towards other national languages, particularly English, are positive based on the data presented. The study aimed to confirm or refute the hypotheses outlined in previous chapters. The results show that English is considered the most beautiful language by 48.8% of respondents, the easiest language by 43.3%, and the most useful language by 46.6%. French is perceived as the most polite language by 64.4% of respondents. While French remains the predominant language, English holds the second position in the preferences of the participants. The research findings, despite being based on a small sample size, are statistically significant. The teenagers and adult children reside at Plateau des Residents, a residential area in Kinshasa's Lemba township, which is one of the main cities in the DRC with a diverse linguistic landscape.



Claude Wakenge Malekani

The Elite language as a Mother Tongue in a Multilingual Environment

The case of French among Teenagers or young adults at Plateau des Residents', UNIKIN, DRC

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Dedication

To my God and my family.

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I would like to thank everyone who helped me with my research project.

Firstly, I want to express my gratitude to Professor NDOMA for sharing his wisdom, encouragement, experience, and knowledge with me, which helped me avoid any confusion.

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TABLE OF ABBREVIATIONS

MT: Mother Tongue

NT: Native Language

DRC: Democratic Republic of Congo

EFL: English as foreign language

ESL: English as second language

HL: Home language

L1: English as first language

TL: Target language

DL: Dominant language

NNSE: Nonnative speaker of English

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O. Introduction

0.1. The Problem

In the Democratic Republic of Congo, around 250 native languages are spoken.

Four of these languages are considered "national languages," while French, the language of the former colonizers, is used for official purposes and in schools.

Even in Kindergarten, the four national languages are mainly used in casual settings, with French being the main language for children who have recently left their homes.

The language spoken in many Congolese homes is often tied to their parents' educational background, which can affect their schooling.

Most children are able to switch between languages or mix them in their daily conversations.

Scholars play a vital role in understanding how these indigenous languages are used in a country like the Democratic Republic of Congo.

The devaluation of Congolese languages and cultures can be traced back to Belgium's imposition of French.

This exposure to external influences shapes the culture that Congolese children are exposed to.

When children grow up speaking the colonial language, they may feel disconnected from their immediate surroundings.

Returning home can be confusing for them, as they may struggle to understand their parents who speak in their native languages.

This situation is common in many African countries.

In urban areas like Kinshasa, households often switch between different languages such as vernacular languages, national languages, French, and even English.

This diverse linguistic environment is influenced by factors like

(1) rural exodus, which began at independence and continues today as people seek better job opportunities or simply follow the trend.

(2) People move within their country for reasons like career growth, healthcare, political changes, and education.

(3) More people are leaving the Eastern Congo due to ongoing conflicts.

(4) Interactions between two different tribes sometimes result in a person speaking a different language than their parents.

This is the focus of our study.

Isola (1995) believes that children should learn about their culture while still using their original language, which she calls "the essence of any society".

Before gaining independence, Africans maintained their traditional values, including their languages.

The values that were passed down to us by our ancestors have been forgotten by many people in today's world.

Most parents who are also teachers attended schools abroad and brought their European or Asian cultures to the Plateau des Residents and its surroundings (like camp livulu, Righini, etc).

Because many parents acquired their education abroad, they influenced the local culture by bringing traditions from European or Asian countries.

This led to changes in the social structure of the Congolese population, with both positive and negative outcomes.

The Plateau des Residents, where French was the language of colonization, serves as a good example of this.

The analysis of questionnaires shows that not all young people living in Plateau des Residents share the same beliefs.

Some are proud, while others are kind to those who do not speak French.

Additionally, these children can have an impact on their peers, whether it's good or bad, no matter where they go.

The study shows that French is the most commonly spoken language at "Plateau des Residents".

In general, I think that French is becoming more dominant than local languages in the Democratic Republic of Congo, especially among educated individuals like university professors.

For professors' children, learning French is easier than learning other Congolese languages because it is the predominant language spoken in their families and for everyday conversation.

0.2. Choosing the research location and topic.

The study of mother tongues has always been a key area of research.

This concept was officially recognized by UNESCO in 1953 due to concerns from sociolinguists.

The importance of mother tongues has increased over the years, especially after the colonial era when languages of the conquering powers became dominant in colonized countries. Younger generations are now opting to speak languages like French, which were once associated with colonists.

I chose "Plateau des Residents" as the research location because it is relevant to the issue at hand. Conducting the study in this area will make it easier for me to gather data through questionnaires and interviews.

I have been observing the use of French at Plateau des Residents since my family moved there in 1993. It is important to include this location in the investigation to ensure that everyone understands the context.

While people may have different perspectives on it, I have a deep understanding of the place after living there for a while.

In my opinion, it can be described as a home for a group of intellectuals (from Belgium or Congo) who manage the University of Kinshasa and are considered as the "Congolese Elites" or colline inspirée in French.

Apart from teaching students, these professors also have various duties towards the community, such as grooming future leaders.

0.3. Interest of the topic

The concept of mother tongue (MT) is interesting because it helps shape a person's identity.

In a 1953 report, UNESCO stressed that children learn best in their mother tongue.

From a psychological standpoint, it involves important signals that the human mind uses for communication and understanding.

Socially, it helps individuals connect with their social group, and academically, it boosts learning progress.

By studying this topic, I hope to contribute to the fields of sociolinguistics and psycholinguistics. Sociolinguistics looks at how language is used in a community for communication, while psycholinguistics examines how people learn language.

In my research, I will explore how people in the same group communicate and gather opinions on English and other languages they speak.

This study will show how languages are connected and how they impact society, especially indigenous languages.

The results could be useful for language teachers, especially in places like "Plateau des Residents" where language plays a big role.

0.4. Study aim and objectives

The aim of this project is to find out and understand the role that each language plays in educating children, with a special focus on French as the main language.

There are three specific objectives: first, to figure out the main language spoken by children living in Plateau des Residents among the many languages they know; second, to learn about the attitudes of these young teachers towards English as a foreign language.

To achieve this, we need to examine the languages these children have been exposed to at home since moving to Plateau des Residents.

It is important to look at the languages these children have grown up speaking at home since moving to Plateau des Residents.

We also need to explore their feelings towards English, which is seen as a foreign or international language, as well as other languages used in the DRC.

0.5. Field of research

The topic of my research is sociolinguistics since it focuses on the social facets of the MT in a multilingual setting.

Generally speaking, it relates to the social aspect of language, i.e., who speaks and writes to whom, how, where, and why, according to Fishman's definition of sociolinguistic.

But there is also a psycholinguistic component.

Languages facilitate communication between people and different social groups and also help to identify people from different cultural backgrounds, which is why applied linguistics is essential.

Why should one study socio- and psycholinguistics?

The first focuses on language use in society (language use at home, in schools, etc.), whereas the second focuses on attitudes, specifically how children see languages other than English.

0.6. Research questions

This project aims to answer the following research questions:

- 1. What language do teenagers in Plateau des Residents speak as their first language?*
- 2. What linguistic characteristics do young adults exhibit at Plateau des Residents?*
- 3. Are teenagers mostly fluent in the prestigious French language?*
- 4. How do adult children perceive the elite French language in comparison to other commonly spoken languages?*

0.7. Working hypotheses

Young people in "Plateau des Residents" mostly use the elite French language.

They like French in general.

The language children use to talk to their parents is not related to their gender.

The language used to communicate with parents as a child does not affect the child's academic level.

Religion does not determine the language spoken at home when children are young.

0.8. Significance of the study

The results of this study could offer new perspectives on how the Ministry of National Education views the use of instructional languages.

Understanding why a specific language is used in the classroom or for administration can be important for teachers and leaders in education who work for the ministry of education.

The findings from this analysis could lead to changes, adjustments, or at the very least, confirmation of language policy based on local linguistic realities.

In this case study, I aim to question the commonly accepted belief that regional languages should be made official and nationalized.

Considering certain linguistic realities, such as the Democratic Republic of the Congo using French as its official language for administration and education, which may benefit the students who learn it, it is challenging to oppose this idea.

English, being a widely used and respected language, is spoken as a first, second, third, or foreign language in most countries around the world.

Graddol (2007) says that English is now a global language because it is used in the world's media, international travel and tourism, research, technology, and education.

According to Weber (1999) and Aldosary (2010), over 150 million students around the world go to schools that teach English.

In some countries, it is even mandatory or recommended.

0.9. Methodology

To find the best ways to collect and analyze data, I used both numbers and descriptions in my research.

I will first talk about what I learned as someone who speaks multiple languages and what a child at Plateau des Residents told me.

Then, I asked 180 people from Plateau to fill out a survey about language and feelings.

The survey had two parts, one about how they talk and the other about how they think, to learn about the children's language use and opinions.

I changed the answers into numbers and showed them as pictures.

By using methods like recording, writing things down, asking questions, and watching, I mixed both numbers and descriptions in my work.

0.10. Delimitations of this study

I think there are some limits to this case study because it only focuses on one place, Plateau des Residents, and is therefore geographically restricted to the present. But the outcomes have given me the ability to make broad generalizations.

Nevertheless, researchers in other fields may do similar studies.

0.11. Division of the work

The work is divided into four chapters.

The first chapter talks about the historical background of the Plateau des Residents community and explains important terms.

The second chapter focuses on collecting and analyzing data about the MT.

The third chapter looks at attitudes, and the final chapter talks about interpreting the results.

In the end, a conclusion is drawn.

CHAPTER I: GENERAL CONSIDERATIONS

Overview of the research fields.

Before exploring different approaches, it's important to distinguish between "scientific methodology" and "scientific method."

"A method is a tool or process used to gather data."

It's a way of learning based on logic and facts.

Methodology is the basis of scientific research.

It deals with the explanation, reason, and validation of methods, not the methods themselves.

In social sciences like sociology, methodology refers to the methods used by sociologists, such as surveys, experiments, case studies, and statistics.

Techniques like interviews, observations, and large surveys of public opinion are examples of how the term is used in scientific research.

Methodology focuses on strategies and limitations of various approaches.

It's a plan and process for conducting research.

It involves strategies and plans for conducting reliable research and understanding phenomena.

It is a way to study things by observing them.

The main focus is on expanding knowledge and how this is done, like how information is gathered, organized, and evaluated (Ahuja, 2001).

In my research, I have used both numbers and descriptions, along with different methods.

It looks at numbers using the scientific method of deduction.

The main goals are to predict, explain, and describe.

It starts with numbers, especially looking at different factors.

The outcomes are based on statistics, and we try to make predictions from them.

On the other hand, the exploratory method is used in qualitative research.

This is mainly used to explore and describe things and to understand how people think and live.

It relies on information that has been carefully studied to find patterns, themes, and other details.

Some examples of qualitative methods include detailed interviews, group discussions, and reviewing documents.

Quantitative research involves systematic interviews, surveys, and observations.

These methods are used to either develop a new hypothesis or to support an existing idea.

Quantitative research utilizes quantitative measurement and statistical analysis, following guidelines for sampling and research design.

It is based on positivist methodological ideas.

On the other hand, qualitative research involves non-quantitative analysis and describes reality as experienced by different groups.

Case studies are in-depth analyses of specific occurrences, such as individuals, groups, or communities.

They explore current phenomena within real-life settings and use various sources of evidence.

Case studies involve analyzing individual examples over a long period of time in their natural environment, making them a type of research design that typically uses a qualitative approach to gather data.

A detailed explanation is given to help understand the case.

When we track how the case has progressed, we call it "case history."

"A case study is not just about collecting data; it is a way of researching and investigating a current event using different sources of evidence."

Yin (1989) and Hammersley (1992) support this definition of a case study.

Characteristics and principles of case study Mitchell (1983) highlighted the importance of using the right theoretical framework when doing a case study.

This framework provides evidence for theoretical conclusions instead of just telling a story. Case studies can be simple or complex, but they must focus on a specific system or unit to be valid.

They can use qualitative, quantitative, or mixed methods, but they mostly use qualitative methods. By asking questions like "how, who, why, and what" or analyzing a situation, a study can be considered a case study.

When looking at a current event in a practical context, the case study approach is very useful.

Hartfield (1982) listed important features of case studies, such as looking at all units involved, using different data collection methods, treating each unit as a separate study, seeing respondents as experts, and examining a typical case scenario.

"Make sure to save the data: You can either record information in detail on tape or jot down notes in a rough manner during observations and interviews.

If you only take a few notes during the interview or observation, make sure to write complete notes as soon as you can.

(Ahuja, cited in the previous text) The main goals of a case study According to Burns (2000), case studies have specific goals.

They serve as a basis for further analysis, uncovering elements, processes, and connections that require further investigation.

They can also serve as a basis for research theories in future studies.

Case studies help deepen the understanding of a phenomenon by examining it closely and drawing conclusions about the larger population it belongs to.

They provide examples for broader conclusions, challenge generalizations, and play a significant role in theory development.

Moreover, case studies present unique, typical, and interesting scenarios.

As stated by Berger et al.(1989), the case study approach is used to form hypotheses, conceptualize, define variables, generate quantitative results, and assess the feasibility of quantitative studies.

We offer a wide range of case study types, as identified by Burns (2000): historical case studies, real-life case examples, oral narrative case studies, context-specific case studies, medical cases, and multiple case analyses.

Eckestein (1975) categorized case studies into five groups based on their objectives, including using them as unique, typical, and interesting cases in themselves.

Berger et al (1989) outlined reasons for using the case study method, such as obtaining detailed information about the structure, process, and complexity of the research object, formulating hypotheses, and conceptualizing ideas.

In 1975, Eckestein sorted case studies into five groups based on how they are used: 1.

A unique/individual case study 2.

A case study based on a specific discipline 3.

A case study based on a problem-solving approach 4.

A case study to test plausibility 5.

An influential case study.

Case studies gather data from interviews and observations as primary sources, and from various secondary sources such as reports, journals, magazines, books, records, diaries, etc.

Secondary sources may not always be accurate or unbiased, but they offer more detailed information than interviews.

Interviews can be structured or unstructured, with unstructured interviews being more common.

The questionnaire usually has an open-ended format and a conversational tone.

Structured interviews may also be used in case studies.

Observation techniques can be participant or non-participant, depending on the theme.

Both methods allow the investigator to view reality from an outside perspective.

To collect information effectively, investigators must have certain skills.

To collect information from various sources, the investigator needs certain skills.

I decided to interview a small group of people as part of the data collection process.

I organized my informants into groups of three or four using a list I had put together.

Before starting a conversation, I took into account two factors: the students' personalities and their willingness to answer questions since the focus group is meant to generate open responses.

I made sure my informants felt comfortable sharing their ideas and viewpoints.

After the interviews, I used a list of questions as a starting point: What is your favorite academic subject?

What language do you use when studying and thinking?

Which language do you prefer?

Which language, English or another one, do you enjoy hearing at school?

How valuable do you find reading and writing in English compared to your mother tongue, French?

I made sure to create a relaxed atmosphere during each interview so that our discussion could flow smoothly.

1.1.1. Sociolinguistics

Sociolinguistics looks at how language varies and its connection to society.

People who use language can be very different from each other.

Intergroup variation means differences between groups.

Each person has their own unique way of speaking, which can change over time.

Intra-group variation, on the other hand, is about differences within a person's way of speaking.

A dialect is a specific way of speaking used by a certain group of people, known for certain features like sounds, words, or grammar.

Idiolect is how an individual person speaks.

There are many dialects within language, with a range of differences.

Some common mistakes include thinking dialects are lower quality speech and that everyone speaks a different way.

The difference between dialect and language depends on linguistic factors, with understanding each other being important.

For instance, British, American, Irish, and Australian English are all types of dialects.

Dialects come about when groups are separated for a long time or isolated due to time, space, or society.

There are different kinds of dialects like sociolects, which are language changes due to social isolation or group belonging, and regional dialects, which are language changes based on where people live or the group they belong to.

Regional dialects are usually decided by the borders of a certain area.

An isogloss is a language feature that shows the limits of a dialect area or the boundary itself.

1.1.2. Psycholinguistics

The study of psycholinguistics has multiple definitions.

For this study, we will only focus on one definition: Psycholinguistics is the study of how people use and learn language.

We wanted to see if teenagers and young adults in Plateau, who speak French as their first language, face similar language difficulties and if they find it easy to learn other languages like English.

How do people effectively use language when they follow grammar rules strictly?

Psycholinguistics also looks at the brain basis of language and the social rules that control language use (neurolinguistics).

Even though language is mainly a social activity, psycholinguistics is mainly interested in the individual.

How do people understand and perceive speech (and written language) is one of the three sets of "individual mental processes" that are studied.

Psycholinguistics, as its name implies, is mainly a study that combines psychology and languages.

Like most interdisciplinary fields, psycholinguistics has a long history that comes from different intellectual backgrounds, leading to debates on the best ways to think about or study language and language processing.

In psycholinguistics, there are two types of knowledge: implicit knowledge and explicit knowledge.

We need to be able to speak a language to use it, even if we are not fully aware of it.

We must have a deep understanding.

Explicit knowledge involves knowing the steps or methods for doing different actions, while implicit knowledge involves knowing how to perform certain actions.

Psychology and linguistics are the main subjects in psycholinguistics.

Psychology studies behavior and linguistics studies language, so psycholinguistics includes both factors that affect attitudes.

What does "an attitude" mean?

Just under a century ago, the word "attitude" was seen as a vague idea that came from the Latin word "actus," the Italian word "atto," and the English word "act."

"Attitude was first thought of as a mental state of being ready to react to things based on past experiences, which then affected how a person behaved towards a specific thing (Allport, 1935).

Gardner and Lambert (1972) found two main reasons why attitudes are important when learning a new language:

1. Instrumental attitudes are connected to wanting social recognition or making money.

2. Integrative attitudes are linked to wanting to fit into a community that speaks a different language.

These reasons show where learners stand when learning a new language.

Integrative attitudes are about a learner wanting to be part of a specific language-speaking group, while instrumental attitudes involve learning a language because of personal interest.

When looking at ways to measure these attitudes, second language learners might show both instrumental and integrative attitudes (Gardner, 1985).

Language shows what's happening in society, like how people interact, politics, and the economy.

Shohamy and Dontsa-Schmidt (1998) stated that language is a crucial tool for connecting and communicating with others who speak the same language or different languages.

Language helps create a sense of community in society.

In a diverse society with many languages spoken, it is important to learn other languages.

Psycholinguistics focuses on people's attitudes towards different languages, including their own and others.

These attitudes can affect how language instructors interact with students and impact the learning of a second language.

People's attitudes towards different languages can determine if they can understand each other or not.

1. Many scientific disciplines include studies on attitudes, such as sociolinguistics, social study of language, cultural anthropology, ethnography, and education (for example, bilingualism).

Numerous theories focus on the mentalist and behaviorist perspectives of attitude, which complicates research in attitude studies.

The mentalist perspective, which is most commonly expressed, consists of three parts: cognitive (person's system, knowledge, and perceptions), affective (emotional reactions and feelings), and cognitive (behavioral intention and interest) (Lambert 1967). Therefore, the mentalist perspective describes attitude as "an internal state caused by a certain form of stimulation and can influence the organism's subsequent reaction" (William 1974).

According to the behaviorist perspective, opinions can be inferred from people's simple social reactions, indicating observable behavior.

Although considerably easier to observe and analyze, this type of behavior cannot be used to predict other types of behavior (Fasold, 1984).

Attitudes are general and lasting feelings towards a person, object, or subject, according to social neuroscientists Petty and Cacioppo (1981). Eagly and Chaiken (2005), social psychologists, define attitude as a psychological tendency represented by the evaluation of a particular entity with a certain degree of favor or disfavor. Attitudes can range from temporary to lasting, meaning some attitudes have the potential to remain constant while others are changeable. Building on Campbell's 1963 description of attitudes as

"learned behavioral predispositions," we agree that attitudes do not exist until a person recognizes an attitude object as a distinct thing, sometimes without consciously knowing it.

Based on Campbell's 1963 description of attitudes as "learned behavioral predispositions," we agree that attitudes do not exist until a person recognizes an attitude object as a distinct thing, sometimes without conscious awareness. According to Eagly and Chaiken (op cit), attitude is a tendency, whether learned or not. From the mentalist perspective, attitudes consist of three parts: cognitive (knowledge), affective (feeling), and conative (activity) (Fasold 1984). Language-specific attitudes, rather than universal attitudes, are particularly important. According to Fasold's viewpoint (op. cit.), language attitudes should encompass speakers of all languages and social systems rather than being limited to attitudes solely about language (i.e., "rich," "poor," "beautiful," "ugly," "harsh" linguistic variations). Furthermore, attitudes towards language planning and maintenance should be considered. In fact, a "continuum" with language and society as key concepts is influenced by language attitudes (Hellinger, 2005). We agree with Fillmore's assertion that "attitude as a non-linguistic parameter of social contexts is a very important topic in contrastive pragmatics," as language attitudes are actually the feelings people have towards their own language or the languages of others.

This concept is also defined as an individual's psychological construction regarding their own language and/or the languages of others (Crystal, 1927) and (Hellinger, 2005).

However, in the context of contrastive sociolinguistics, comparisons of speakers' attitudes towards their mother tongue can contribute to a change in attitude, which is, according to Skutnabb-Kangas, Phillipon, and Hellinger, a necessary but not sufficient condition for the implementation of linguistic human rights.

From an American perspective, according to Reagan (2002), the following basic variables determine the status of a language:

- 1. The number of language speakers;*
- 2. The geographical extent of language use (including as a second language or lingua franca);*

3. Whether the language is an American heritage language; 4. Whether it is a more important communication language; 5. Whether the language has an ancient and well-known literary tradition.

6. The status of the language: "living" or "dead".

The state of a language is determined by all of these variables.

Of course, these elements can change depending on the languages involved and their geographical situation.

1.2. Some basic concepts related to the work

Defining certain words used in scientific work is important because different definitions can mean different things to different people.

In this chapter, we will focus on a few key terms, starting with "language.

"Linguists and sociolinguists" have suggested various definitions of language, each highlighting a different aspect.

Essentially, language is a code made up of symbols used for human communication.

Psycholinguists like Chomsky see it as a mental process; while sociolinguists like Gumperz view it as a social behavior.

In simpler terms, a language is a system of vocal signs unique to a community and a means of communication.

A "speech community" is a group of speakers who share a language or related dialects, regardless of size.

Saussure explains the difference between langue and parole, where parole is individual speech production and langue is a system of rules recognized by community members.

When people interact, language involves both social and individual aspects.

Language is a communication system of sounds and symbols used by people in a specific region or country, according to the Dictionary.

The concept of "mother tongue" is important in this study.

The Longman dictionary defines it as "a first language learned at home".

The L1 or mother tongue is the language learned in early years, becoming the primary means of communication through thought, as per UNESCO.

The definition of "mother tongue" in the Advanced English Dictionary is as follows: it is the language that one acquires for the first time from their parents when they are a baby. It is important to note that a child's first exposure to a language may not correspond to the "standardized" or official version of the language at school, but may instead be a variant of the primary language. Variants often involve dialects of a language used by inhabitants of rural areas as opposed to those of urban areas. Thus, the variant of the mother tongue used in formal education may differ little or much from the variant of the mother tongue that a child learns at home. The concept of "mother tongue" is often used as an alternative to the native language.

Native language is (often) the language that a person learns at a young age since it is used in the family or the nation where he or she resides.

The first language a child learns is frequently their mother tongue, however there are several exceptions. Children might, for instance, learn part of a different language from a nurse or an older relative at first and then only later pick up a second language that they consider their native tongue.

The following terms are frequently included in definitions: the language(s) one learned first, the language(s) one identifies with or is perceived by others to be a native speaker of, the language(s) one knows best, and the language(s) one uses most.

Since the colonial era, the number of speakers of the various native languages has fluctuated steadily and more.

This may support Malekani's assertion that "the level of the Congolese political, social, and cultural integration is open for debate, and it is not always clear to what extent the four stated languages are more nationally integrated than others."Malcolmi (1993)

The four languages would be found at the second level of the sociolinguistic pyramid. This phrase is occasionally used interchangeably with first language (L1), but only in monolingual nations.

According to the Brazilian linguist Cleo Altenhofen, it is controversial for certain children whose native language and their environment speak different languages ("official or national, local languages"). The Oxford Advanced

Learner's Dictionary defines first language as: 1. the language you learn to speak first as a youngster. 2. The tongue you speak most fluently.

The term "first language" may appear more accurate if we are fluent in that language and have spoken it for some time. It's not necessary for this first language to be one.

In multilingual homes, it can be two or three; the key is that the child uses the language frequently, ideally daily, to qualify it as their first language.

If a family speaks more than one first language, we can also refer to these as family languages. For instance, a child may speak one language with their mother, another with their father, a third with a caregiver (such as at daycare or school), a fourth with friends, and so on.

First language: A language variety (ies) learned during infancy, or roughly before the age of two or three, when the human language faculty was first developed. This term is preferable over mother tongue, which is frequently incorrect because a person's first language may not always be their mother's.

Another idea is second language, which is defined by the Oxford Advanced Learner's Dictionary as a language that someone learns to speak fluently and that they use for employment or at school but that is not the first language they learnt.

In the context of this study, "National language" and "official language" are two key concepts in addition to MT.

National language is political, social, and cultural identity and integration are expressed through national language.

The four official national languages of the DRC are Lingala, Ciluba, Kikongo, and Kiswahili.

They were chosen by the colonists because they had more speakers overall than other native languages (Kamwangamalu 1997).

In certain nations, like France, the national language is also the official language.

It is important to note Nyembwe — Ntita's definition of "national language," which reads: "Has an official character within the State, whether it belongs to the nation or not."

It is officially acknowledged as having linguistic influence and has a position in government and education (France is a case in point).

Regarding the official language, Ngalasso is used throughout the entire national territory of the DRC for interregional communication (1986).

As was mentioned above, the ideas of national and official languages are related, and one might think of a national language as a step toward an official one. Another frequently used idea is local language.

The local community speaks this as their primary language.

According to a UNESCO report, it refers to languages whose written forms have not yet fully matured.

A third idea is the idea of a "lingua franca," which is a frequently used language for interethnic communication.

"Any language used for communication between groups who have no other language in common," according to historical records (Mathews, 227).

A lingua franca is a language that is used for communication between people who speak different languages.

It can be an existing language that is learned and used by speakers of other languages, or it can be a language that was created in the past, like the one from the Mediterranean region that was influenced by French and other languages.

The term originated from a variation of Vulgar Latin that was used for trade in Southern France.

In Northern, Eastern, and Western Congo, tribes communicate using the official national languages of Ciluba, Kikongo, Kiswahili, and Lingala.

According to the Oxford Advanced Learner's Dictionary, lingua franca is a shared language used by people who speak different languages.

The term "dominant language" refers to the language spoken by the majority of the population or considered the national language.

UNESCO states that a language can be designated as an official or national language even if not everyone speaks it.

Another idea is the idea of a "native speaker," who is someone who learns a language as a youngster and keeps using it as their primary language.

It is said that native speakers use a language properly, fluently, and appropriately, that they identify with the community where it is spoken, and that they have a clear intuition for what is grammatical and what is not in the language.

The assumptions a native speaker has about his or her own language are something linguists work to explain. As there are several researchers, the term "multilingualism" has diverse meanings to us.

The term "multilingualism" is defined by Sridhar (1996:47) as "the knowing or usage of more than one language by an individual or a community."

Due to their natural acquisition process for the language rather than having learnt it later in life, native speakers are regarded as authorities on the subject.

They won't always be aware of every grammatical rule in the language, but they will have a decent "intuition" of the rules as a result of their exposure to it.

The definition of elite language, another crucial idea in this study, is "a language employed by elite people.

According to the online Cambridge dictionary, the term "elite" refers to a select group that is superior to other members of a group or society in terms of skill or traits, or to members of the wealthiest, most powerful, best-educated, or best-trained group in a community.

According to the online Oxford dictionary, another definition of the word "elite" is a group or class of persons perceived as having the most power and influence in a society, particularly due to their wealth or privilege.

Multilingualism : Given that the majority of our interviewees are multilingual, it is crucial to our work that multilingualism be defined.

Multilingualism with balanced, native-like command of all the languages in the repertory is quite rare, according to Sridhar (1996). Multilingual people typically have variable degrees of command over the various repertoires.

The gap in language proficiency may range from a grasp of a few vocabulary words, formulaic greetings, and basic conversational abilities to an

exceptional command of the syntax and vocabulary as well as specialized registers and styles.

Additionally, Sridhar (1996) adds the following: multilingual individuals become proficient in each code to the extent that it is required for the situation in which each language is used. It indicates multilingual while discussing multilingualism.

The Oxford Advanced Learner's Dictionary (2008:1003) defines multilingual as: 1. A person speaking or utilizing multiple distinct languages.

2. Anything printed or written in multiple languages.

But it is also described as follows in the Advanced Learner's English Dictionary (2006): "1. Means involving multiple different languages.

2. A person is fluent in more than two languages.

What distinguishes multilingualism from plurilingualism, then?

'Multilingualism' refers to the presence of more than one 'variety of language,' that is, the mode of speaking of a social group whether it is formally recognized as a language or not, in a geographical area, no matter how big or small; in such an area, people may be monolingual speaking only their own variety.

The term "plurilingualism" refers to languages not as objects but rather as seen from the perspective of the people who speak them.

It is the antithesis of monolingualism and describes the range of linguistic variations that many people use. This range includes the linguistic variety known as "mother tongue" or "first language" as well as a variety of additional languages or dialects.

So, in some multilingual settings, some people might only speak one language, while others would speak several.

Because the order in which different languages are taught does not always correspond to the order of competency, we may also say that someone who is multilingual is not proficient in all of them.

The Common European Framework of Reference for Ages provides the following definition of multilingualism:

A person who is married as a social agent and has proficiency in multiple cultures to varied degrees and experience in multiple cultures is said to be multilingual. This ability to use languages for communication and to engage in cross-cultural engagement is known as plurilingualism.

This is viewed as the existence of a complex or even composite competency from which the user may draw rather than the superposition or juxtaposition of individual abilities.

A language variety can be analyzed by using descriptive categories based on its "grammar" or "linguistics," for example. The term "metalinguistic competence" is also used in this sense. Linguistic competence: (1) the ability to use one or more varieties to communicate (see also plurilingualism).

Linguistic diversity: Language variety found in the same geographic areas (also known as multilingualism or linguistic diversity) or in a speaker's language repertoire (see plurilingual, plurilingualism, repertoire).

In European nations, preserving and valuing linguistic diversity has become a shared value that can be put into practice through bilingual education.

When more than one language variety is spoken in a given region, it is referred to as being multilingual (sometimes plurilingual). However, speakers in this region might not be fluent in all of the represented varieties. Being multilingual (competent) means having the ability to gradually pick up skills in a variety of languages at various proficiency levels and for a variety of purposes. The main goal of multilingual education is to increase this proficiency.

Plurilingual education: is a style of instruction, not just in language learning, that strives to emphasize the value of each unique language repertoire and broaden it by teaching lesser-known or less-used languages.

Additionally, the goal of multilingual education is to foster a greater appreciation of the social and cultural benefits of linguistic diversity in order to promote linguistic goodwill and foster intercultural competency (see also linguistic repertoire). (Council of Europe, 2001).

The following description of the repertory that a European adult with finished secondary education may be expected to have at a given point in time serves to explain the concept of plurilingualism:

1. A "national" language learned in the educational system, spoken and written in accordance with national standards.
2. A variation of the first language used in accordance with regional or generational standards to which the speaker belongs.
3. In addition to the national language, he or she may also speak and write in a regional or minority language.
4. Basic knowledge of one or more foreign languages acquired through education, work in the media or tourism, but not necessarily spoken.
5. Another foreign language mastered to a higher level with ability to speak and write.
6. Fluency in both speaking and writing in a different foreign language at a higher level.

Given that multilingualism is dynamic and evolves during a lifetime, the languages and varieties spoken and/or written at a later or earlier point in time may shift as a result of more education or experience in the pursuit of leisure or employment.

This guide is concerned with the entirety of language education, including education in the mother tongue/first language when it is the official and/or national language of the area in question as well as education for the maintenance of (im)migrant communities because plurilingualism refers to a person's full linguistic repertoire, including their "mother tongue" or "first language".

It doesn't just focus on minority, "second," or foreign languages.

The development of multilingualism occurs over the course of a person's lifetime; for various reasons and demands, they may pick up new languages at different times in their lives, while losing others.

Another concept is Target language. Two definitions of the target language are provided by the Oxford Advanced Learner's Dictionary (2008). A language that is being translated into first, then a language that someone is learning second. The phrase "foreign language" is also used. Using the definition from the Oxford Advanced Learners' Dictionary, it is a nation that is not your own.

A foreign language, according to Gumperz, is one that is taught in schools but is not used as a language of teaching or for communication within a nation.

Referring to J.B. Gumperz's definition, we may claim that English is a foreign language in the Democratic Republic of the Congo, especially because it is taught as a subject in schools, however in comparison to other nations, such as France or Germany, foreign languages are optional as a school subject.

Another helpful idea is that an "international language" is a language that is spoken in many different nations around the globe.

Linguistic or verbal repertoire is the final idea that emphasizes the user rather than the use of certain registers (Gumperz, 1964).

The entirety of language varieties employed [in various social contexts] by a specific community of speakers, according to Trudge.

Linguistic repertoire :The group of language varieties (first language, regional language, languages learned at school or during trips abroad, languages learned for different purposes) mastered by the same speaker, to varying degrees of proficiency, is referred to as linguistic repertoire (or language repertoire, or plurilingual repertoire) (see also plurilingual).

Over the course of a person's lifetime, their personal repertory will change as they learn new languages and "forget" previously taught ones.

It is often described as the collection of dialects used in speech and writing.

The linguistic repertoire of a speech community, or practice of a speech community (Finegan, 2004), refers to all the linguistic variants (registers, dialects, styles, accents, etc.) that exist in this community.

Official language (one or, in certain states, more than one) or a foreign language that is used as the medium of instruction (or for schooling or education). One or more official languages—or foreign languages—are employed as the primary language of instruction in schools.

The language of instruction contains modes of discourse (written discourse in particular) that are unfamiliar to all learners even though it is not often the students' "mother tongue."

Home language, also known as family language or the language of the home, is the language (or a version of a language) used by family members for daily interactions. In their homes and communities, it is the vulnerable that are exposed. They use it as their main form of communication within the group.

It is someone's native e on-line Macmillan dictionary, to put it simply.

The first language children learn through immersion at home is referred to as the "home language";

The language that children first learn through immersion at home and in which they learn to think is another way to define "home language" (retrieved from the national curriculum statement in the Republic of South Africa).

I.3. SHORT LITERATURE ON THE USE OF MOTHER TONGUE OR FIRST LANGUAGE

The term "literature review" refers to all earlier writings on research topics, methods, and conclusions made by various researchers in the past, as well as any potential for new hypotheses or research-based discoveries.

Many researchers before us have used various techniques or methodologies to undertake research on multilingualism or the multilingual speech community.

To serve as a representative sample, a few of them will be mentioned.

This sociolinguistic study provides a current summary of the linguistic environment for teenagers and young adults.

Based on an examination of previous studies as well as interviews and information found in an in-place database of Plateau des Residents's history,

Theoretical discussion about language use is relevant to interpretation at this level.

The employment of the languages in various Plateau des Residents communication contexts is the subject of theoretical discussion at the level of interpretation.

The Reference list also includes links to any Internet sources that were utilised.

The secondary source of the investigation was written content. Additionally, data were gathered through observations and conversations with employees at various levels of the University of Kinshasa. The interview subjects were chosen at random. We consulted some papers to verify the accuracy of the

information. Along with scholarly papers and other written contributions, the interviews gave a fairly accurate picture of the situation.

French was the primary language used in the non-structured interviews.

Additionally, notes were made there. Later, the data collected was contrasted with information from other sources.

Later, the information gathered was compared to information from other sources. This article includes some information that was sourced from online electronic books.

The electronic material may also be very diverse as a way to supplement other sources. The majority of materials, including oral ones, were written in both French and English, along with surveys and interviews.

In contrast to other languages spoken by multilingual teens and young adults, do any teenagers in Plateau des residents speak English as their first language?

Why was this language chosen, and what are some of its benefits in the modern world?

Seidlhofer (2003) asserts that English is the world's dominant language for science, technology, and business.

The fields of aviation and medicine both use it as their primary language.

English is the language of the international banking system, the majority of scientific publications, internet communication, technology transfer, and international law, according to Graddol (2000). It is also the language of the global economy.

Looking at the eighth and final Millennium Development Goal, creating a "global partnership for development," it is clear that English has a major role to play because it is seen as an international language for international communication, collaboration, and co-operation (Coteman2010).

It is clear that English proficiency has a significant contributing factor, even though some academics, such as Iman (2005) and Rogers (1982), question the assertion that it assures economic development or a brighter future.

For instance, Grin (2001) shows that salary increases are correlated with English language competency.

It is important to recognise the role that international organisations like the United Nations and the Commonwealth play in development.

The assertion that English has a good relationship with development is supported by the fact that it is one of the official languages of the UN, as well as many other international organisations and conferences.

English has a significant role in the 21st century, according to Hasman (2004), as governments, businesses, enterprises, and international organisations depend on it to advance.

The greatest summary of the contribution of English to development in these key areas comes from Coleman (2010). English is important for a number of reasons, including its impact on employability, its role in international cooperation and collaboration, its role in providing access to research and information, its role as an impartial language, and its role in promoting the international mobility of students, visitors, and employees. English is either taught as a school topic or used as a medium of instruction across subjects in many nations across the world.

Its significance extends beyond exam accomplishment (Fakeye and Verni 2009; Graham 1987); it also applies to offline and online research

According to Hasman (2004), English has become the language of science and technology.

He adds that English, which was widely accepted as the internet's primary language, was used to store 90% of the material in electronic retrieval systems at the start of the twenty-first century.

According to Coleman (2010, citing Crystal 2006), this trend has since subsided, but English continues to play a significant role in comparison to other languages.

In many nations, international businesses, organisations, and industries pay the highest wages.

They frequently look for candidates that are bilingual in both the native tongue and English.

In China, being able to speak English makes it easier to find well-paying jobs, especially ones that involve working with people from other countries.

Research by Cortazzi and un (1996) supports this idea.

Similarly, Kossoudji (188) found that not knowing enough English can have a negative impact on migrant workers in the United States.

They tend to earn less money and have a harder time finding work compared to those who are more proficient in English.

With so many people who speak English well, the job market has become more competitive for migrant and international workers.

English is also becoming more important in many professions such as business, medicine, nursing, technology, agriculture, aviation, and more.

As a result, there is a growing need for language training in these fields.

English teachers now have many job opportunities because of the increasing demand for English skills.

For example, in Uganda, English is preferred as a second language because parents believe it will give their children more opportunities in the future.

Moreover, Haile Mariam and colleagues (2011) state that even though English is not officially required in the workplace, for career advancement, or in business in Eritrea, there is a high demand for the language because many believe it is essential for socializing, traveling, and succeeding professionally on a global level.

English is used by many people as a second language, foreign language, native language, or common language.

English is a widely spoken international language.

According to Jenkins (2003), Kachru categorized English usage into inner, outer, and expanding circles (Kachru 1992).

The inner circle consists of countries where English is the primary language, such as the UK, USA, Ireland, Australia, New Zealand, parts of Canada, and some Caribbean islands.

The outer circle includes Commonwealth nations where English is commonly used as a second language by most of the population, like South Africa, Nigeria, the Philippines, India, and Pakistan.

English is increasingly important globally, especially in the business sector.

However, countries like China, Japan, and others still lag behind in English proficiency.

Therefore, it is evident that English is spoken in some form on all continents, leading to various categories such as native speakers, nativized speakers, and lingua franca users (Kirkpatrick f2006).

This confirms its status as a global language.

The fact that English is widely utilized by the United Nations, as well as other international organizations and conferences, has already been mentioned.

In this context, the focus is on promoting interpersonal communication and mutual understanding rather than just enhancing job prospects.

The initial interaction through language development between a parent and child prior to birth is a natural occurrence.

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The initial interaction through language development between a parent and child prior to birth is a natural occurrence. Parents play a crucial role in facilitating the language learning process by communicating using spoken words. This connection is extremely important for bilingual children as they bridge the gap between speaking different languages for distinct goals in two different environments.

Children, regardless of their ethnicity, seem to be able to overcome language and academic challenges when the language practices at school and at home are in sync.

Families and parents play a crucial role in a child's language development, according to various studies.

Researchers have found that the initial stages of language development involve interactions between mothers and their young children.

The environment in which a child grows up should be filled with both direct and indirect influences.

Studies suggest that the frequency of language-focused activities parents engage in with their children, as well as their own reading skills, are connected to children's language development.

Given that parents are the first to provide children with a constant flow of linguistic information, it is essential that they are aware of the role they play in their children's language development. According to Tabor (2008), children need to learn vocabulary that allows them to articulate their new knowledge and form beliefs about how the world works in order to achieve the majority of cognitive progress that occurs in early childhood.

Talking with kids helps them learn.

Kids ask questions, and when grown-ups answer, they teach kids new words.

Through talking in families, social settings, and school, kids can learn more about the world.

When parents do not talk enough with their kids or don't understand how important it is, kids may have trouble learning language. Research shows that parents facing challenges like low income, limited education, or mental health issues may struggle to help kids with language.

To help children from disadvantaged backgrounds learn language and reading skills, experts recommend giving them meaningful language experiences.

Researchers have conducted many studies to help parents learn about the importance of language development in early childhood.

These studies have found that teaching parents language development strategies and practices can improve their children's linguistic skills.

O'Neil-Piràzzi's research showed that interventions focused on language helped parents support their children's language development by using effective language techniques.

According to experts like Collier & Auérback, Cummins, De Houwer, Guiberson & Rodriguez, parents play a crucial role in promoting language development at home.

Techniques such as parental language input in the child's native language, adult recasts, and high-quality interactions all contribute to the child's use of their home language, as noted by Juan-Garau and Pérez-Vidal (2001).

In her theory, kids using language they have heard attracts more feedback, which keeps the cycle going.

Competency increases with more input because more input leads to more usage.

Pearson (2007) created a model that demonstrates how to utilize and input native language, known as the "input-proficiency-use cycle.

" Pearson highlights the important role parents and the linguistic community play in developing and preserving the local language.

According to Pearson (2007), linguistic input is crucial, and sufficient input leads to learning.

Communication with native speakers is essential for language learning.

Without enough interaction, children may study but not become comfortable using the language.

In her theory, kids using language they have heard welcomes more input, making the cycle self-sustaining.

"More input encourages more use, which invites more input, and the cycle repeats itself as proficiency rises with more input" (Pearson).

Pearson believes that the age of the child when starting to learn a language and the attitudes towards using the home language within their community have a big impact.

Positive attitudes towards the home language can make it more valuable, while negative attitudes can make it less important.

English was introduced into Congolese education during the colonial era.

According to Mbaya Maweja (1983), students in Belgian Congo began learning English for the first time.

In the 1950s, students started attending schools in the Belgian style.

There were both formal schools and missionary schools.

Missionary schools were controlled by the Belgian government and only allowed white individuals living in Congo, while formal schools were run by religious leaders and open to everyone.

The English language teaching programs in Congo were very similar to those in Belgium.

Therefore, after mastering French and Dutch, which were already options in the language curriculum at the time, students in Congo began learning English as their third foreign language.

In 1959, the colonial authorities decided to keep only two languages in Congolese High schools instead of the original three.

Choosing between English and Dutch, they went with English because it was more widely used.

Since then, English has become a part of school programs in Zaire after gaining acceptance in the post-independence era.

The national curriculum emphasizes the importance of learning to understand, speak, read, and write English correctly. The focus is on practical English language teaching, with the first two years dedicated to spoken English.

Formal English instruction takes place in the second through sixth forms of secondary school in Congo, as well as in various colleges and universities.

Some institutions even offer degrees in English linguistics, literature, or teaching.

Today, you must address the issue of students' Mother Tongue (MT) in the Democratic Republic of the Congo because many of them speak more than three languages, with most learning English after already speaking multiple languages.

Instead of simply categorizing the 200 local languages into a linguistic pyramid, we should consider French as the third level, English at the top, and the four national languages in the middle (even though these are spoken by a small number of people).

To better understand how the learner's MT influences their English, we should scientifically define their multilingualism and create an objective view of their language skills.

The concept that individuals tend to apply the structures and meanings of their native language to a foreign language has been supported by research for many years.

Although some academics have raised objections, the "CA hypothesis," proposed by C.Fries and R.Lado, which highlights the impact of a person's native language on their acquisition of a second or foreign language, has not been completely dismissed, except by a few extremists.

Research on Second Language Acquisition (SLA) and subsequent studies on Contrastive Analysis (CA) have all supported the "CA hypothesis.

" However, it is recognized that there are multiple factors involved in learning a second or foreign language, including the language itself and other languages known by the individual.

In a study by Malekani, the positive influence of a third or fourth language on the students' mother tongue (MT) effect in English was examined.

The results showed that the students were trilingual, with similar scores for the MT effect in all three languages, indicating that French did not significantly impact their English learning.

It might seem odd that a foreign language (like French) can be used as a Mother Tongue for another language, but it makes sense when you think about how French is widely used in schools in Congo today.

Determining a Mother Tongue in a multilingual setting involves considering many factors, such as the order in which languages are learned, the languages parents speak, the environment, schools, media, and other important aspects.

Previous studies by Chumbow (1984) and Malekani (2002) used a quantitative approach to improve the languages used. Mother Tongue is not just one language in a setting with multiple languages.

People in this environment end up speaking languages that were learned early in childhood because they best express their thoughts, feelings, and connections (UNESCO, 1953). The prevailing language or languages are still unknown, but we believe that the one learned first will be the most important. In postcolonial linguistic policies, there are two main trends: some reject western colonial languages because they are not right for African interests, while others seek a way for Western and African languages to exist together. Leaders of the first trend are James Ngugi and Franz Fanon, while Ayo Bamgbose and others support the second trend. Within African local languages, there are also two trends: one supports national multilingualism, while the other prefers a single national language to become official eventually.

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Chapter II. DATA COLLECTION

2.0. Introduction

This chapter has three main parts: data collection methods, sample design, and instrument design.

The sample design will detail the study's goals, the area of study, and how the study sample will be chosen from the target population.

The instrument design will discuss different data collection methods, pointing out some of their advantages, disadvantages, and difficulties.

2.1. Overview of data gathering methods, paragraph

Data are an essential component of any research studies.

In general, it is believed that inaccurate data might contribute to poor study outcomes and erroneous conclusions.

Additionally, there are numerous methods to use while gathering primary data.

These methods of gathering data include focus groups, surveys, observation, focus groups, interviews, and more.

The choice of a variety of data collection techniques is dependent on a number of aspects, including the variables to be assessed, the source and resources available, among others. There is frequently a natural way to gather particular variables. More than one approach can be used to collect many variables.

Table of data collection techniques

Different methods can be used to collect data.

Interviews can be done in person or over the phone and can be structured, semi-structured, or informal.

Questionnaires use numerical values for analysis and are easier to analyze quantitatively.

Focus groups involve a group interview with people who share something in common.

Documents and records include existing data like databases, reports, and financial records. (Sources: case study research: design and methods by Yin)

2.2. Sample design

2.2.1. The scope of the study

As a researcher, I am working on a project focused on a single case study.

I am curious about a particular phenomenon and want to learn more about it.

I am looking into how teenagers and young adults in my classes use language, specifically how they use French in relation to Congolese languages.

According to Hua and David (2008), case studies are detailed studies of a specific event or topic, and can involve various methods of data collection and analysis. They mention several advantages of case studies, such as the ability to use different sources and approaches for collecting data.

Data collection tools can include surveys, tests, interviews, and observations, and data can be qualitative or quantitative. Data can come from primary research or secondary sources like government publications, novels, and other fictional works. Case studies can provide detailed insights into the behaviors of individuals or small groups of people.

Additionally, D. Nunan (1983) developed a useful classification of case studies based on Stenhouse.

Typology of case studies

Types of Case Studies: - Neo-ethnographic: A single case is thoroughly investigated by a specific observer.

- Evaluative: An investigation is conducted to assess policies or practices.

- Multi-site: Several researchers study more than one site.

- Action: A classroom practitioner investigates within their professional context.

According to Henning and his team (2004), case studies can involve controlled data collection and statistical analysis, using quantitative approaches.

They explain that case studies provide detailed information on the topic, regardless of the research methods or theories used.

Many case studies combine qualitative and quantitative methods for a comprehensive understanding.

Adelman and his colleagues also highlight the realistic findings of case studies.

To focus the study, specific questions like who is involved the sample size, whether the entire population should be included, and how to select a representative sample are important considerations.

Ahuja (2001) defines the population as individuals with the characteristics being studied, with the sample being a subset of this population.

Target population

This study focuses on 328 residents living in the "plateau des residents" at the University of Kinshasa.

I chose this group for research because I live in this area since my family moved here in 1993. It is easier for me to conduct research here and save money on transportation.

However, there were some challenges that arose.

Many of the country's elite, like university professors who mainly speak French at work and home, live in this area. This makes it a good place to study how young Congolese people use French as a second language.

2.2.2. Determining the sample size

Deciding on the number of people to include in the sample is an important decision that needs to be made.

The general rule is that the number, like 328 in this case, should be a good representation of the entire population.

According to R.Ahuja (op.cit., p.185), the most common sample size is one-tenth of the total population, and at least 100 subjects are needed for better statistical inferences.

Factors to consider include the population size, the nature of the population, the purpose of the study, whether it is qualitative or quantitative, the

accessibility of informants, cost, needed variability, desired accuracy, and the sample itself.

As suggested by Taro Yamane in 1970, the following formula is suggested by Taro Yamane (1970) for determining the sample size:

$N = \frac{N}{1 + n(e)^2}$ where N is the whole population and e denotes error or level of confidence.

If the error is 05 and the confidence level is 95%, the sample size in this instance would be =180.

After considering many points made by R.Ahuja, I decided to divide the number by two, resulting in ninety as the sample size for the whole population.

However, the mathematical method I used set my sample size at one hundred and eight. Once the sample size is determined, it is important to specify how the sample will be selected from the entire population.

Various sampling methods are suggested in research literature.

Black and Champion (1976) distinguish between probability-based and non-probability-based sampling, and they outline the requirements for the former: a comprehensive list of topics to be studied, a specified sample size, and an equal chance for each component to be chosen.

$$N = \frac{N}{1 + n(e)^2}$$

Where N is the total population and the 'e' is the error or confidence level. Applied to this case, the sample size would be the following, if the confidence level is 95% and the error is 05:

$$N = \frac{328}{1 + 328(05)^2} = \frac{328}{1 + 328(0025)} = \frac{328}{1 + 328(0025)} = \frac{328}{1.82} = 180$$

After considering the factors mentioned by R.

Ahuja, I decided to divide the number by two, resulting in ninety as the sample size for the entire population.

However, the mathematical method used set my sample size at one hundred and eight.

Once the sample size is determined, it is important to outline how the sample will be selected from the entire population.

Various types and techniques of sampling are suggested in research literature.

Black and Champion (1976) differentiate between probability and non-probability sampling, and they lay out the following criteria for the former: (1) Clearly list the issues to be studied; (2) Specify the target sample; (3) Ensure each element has an equal chance of being chosen.

2.3. The instrument design and techniques of data collection

To show that the methods selected are appropriate for the study's goals and setting, this section will talk about the different tools used to collect the needed data.

Four main tools - the survey, the interview, the observation, and the documentation - are used to collect both numbers-based and descriptive data, as mentioned earlier.

The last one involves researching at a library, while the first three are about working in the field.

I will introduce each of the four tools separately, beginning with the survey, since all four will be used in this study.

2.3.1. The questionnaire

The survey is a well-organized set of questions that can be given orally or in writing.

Surveys are a good way to gather primary data, unlike other sources like the internet or books which provide secondary data. When making a survey, it is important to think about reliability and validity.

Reliability means the results are consistent when tested multiple times, while validity means the information is accurate. If the survey is not reliable, then it cannot be valid. A survey should be long enough to get the needed data with reliable responses.

Unlike face-to-face interviews that can take 45-60 minutes, filling out a survey usually takes 30-40 minutes. It is also important to consider the respondents.

How much time do they have?

Will they take the questions seriously?

Younger people may be busier than older people.

The survey should be easy to read, understand, and leave enough space for answers. I gave out the surveys in person because the people in the study are easy to reach.

2.3.2. Interview

In an interview, information is gathered by asking questions out loud.

The interview, whether for research or collecting data, is distinct from a regular conversation in how it is planned, structured, and carried out.

Careful planning and execution of research interviews, the researcher's control to prevent bias, and the link to a specific research topic all play a role in making this difference.

As Lindzey Gardner (1968) explained, an interview is a conversation started by the interviewer to collect information relevant to research.

The person being interviewed answers the questions and focuses on the research goals of describing and explaining.

There are different types of interviews, such as group and individual interviews, as noted by Black and Champion (1976).

Individual interviews involve direct communication between the interviewer and interviewee, with face-to-face interaction where questions and answers are spoken aloud, and the relationship between them is that of strangers.

-Participation in the interview is necessary.

There may be one interviewer and two or more responders.

Using a tape recorder is another method to gather information. The entire interview is recorded on tape to ensure the transcript is accurate. These transcriptions are used as the primary data source for analysis. During the interview, it is important to take notes while the tape is running. Afterward, the tape is listened to and notes are reviewed. Direct quotations that are relevant are considered, Even if they are not written down word for word, the tapes are kept as a record of the interview.

Detailed notes taken during the interview are also considered.

Tools used for gathering data during interviews include taking notes and recording on tape.

Taking notes involves the interviewer writing down important points during the interview, while recording on tape captures what the informants say.

When using simple, open-ended questions related to the topic of discussion, interviewing is the easiest way to collect data.

Moreover, by taking notes during the interview in a way that protects the informants' identities and privacy, it provides enough information.

When we interview informants for this study, the dates, times, locations, interview tools (notes and tapes), and informants' responses should all be recorded.

There are two interviewing methods: telephone and face-to-face.

I will use the second one because it is not only the most popular but also because it has various benefits, such as allowing for a free flow of ideas, giving me more time to ask many (challenging) questions, and allowing me to receive more detailed answers.

Furthermore, it is important for the interviewer to express gratitude to the respondent and stress the importance of obtaining the necessary data for the study. It is essential to actively listen to the responses given by the respondents during the interview.

When you begin the interview, you introduce yourself and the project you are working on. Emphasise the significance of the informants' contributions and establish your credibility as the interviewer.

Explain how the findings of the study will benefit the community or detail the plans for using the data that has been collected.

2.3.3. The observation

A technique known as observation uses eyesight as its primary method of data collecting.

It suggests using the sight rather than the speech and hearing.

It is described as "selection, provocation, recording and encoding of that set of behaviors and settings affecting organisms in situ (naturalistic settings or

familiar surroundings) that are consistent with empirical purposes" by Lindzey Gardner (op. cit.).

According to this definition, selection refers to the focus on observation that occurs prior to, during, and following observations

2.3.3. The observation

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According to this definition, selection refers to the focus on observation that occurs prior to, during, and following observations. Provocation refers to the ability of tough observers to alter natural environments in a subtle manner that improves clarity. Observed incidents and events are documented in order to be studied later. Records must be simplified before encoding.

Observation has the quality of being "a scientific observation," and it varies from other methods of data collection in four key ways:

Field observations take place in a natural setting and are less structured than other methods because: 1. They are always direct; 2. Other methods may be direct or indirect; 3. They are less structured; and 4. They only make qualitative (and not quantitative) studies that seek to understand subjects' experiences and how they make sense of them (phenomenology) or how they understand their lives (interpretivism).

We can list the sorts of observation that were employed effectively in this study as follows:

2.3.4. The document review or documentation

Reviewing existing documents is one method of gathering data.

The documents can be internal or external, hard copy, electronic reports, materials, and so forth; in this way, background activities can be gathered.

Throughout the evaluation process, the use of documentation ensures a continuous record of notebooks, diaries, and continued commitment to frequently record ideas and activities.

A case, claim, application, or report's supporting documents are referred to as documentation.

It also refers to any material that may be shared and utilized to define or clarify a system's or object's characteristics.

Given that document review involves systematic data collection from existing documents, it often costs less than doing your own data collection.

Reviewing a document requires using a range of available sources (e.g. documents, reports, data files and other written artifacts) with the goal of gathering facts and data that can be independently verified.

Before we begin evaluating the results from the questionnaire in this chapter, we believe it is important to note that there are various groups of teenagers or young adults who are professors' children:

- 1. Some of them speak French as their first language and were born in the "plateau des habitants.*
- 2. Some people were born abroad and spoke French as their first language or their mother tongue until their dads were appointed university professors and then moved to Plateau des Residents.*
- 3. A third category consists of people who came to Plateau des Residents after they were older and who have used French as their first language from other countries, mostly France and Belgium where they were born (around 12 or more)*
- 4. The final group is made up of teenagers who speak various languages, one of which (French) is their first language and which they learned while growing up in another part of the DRC.*

I concentrated on a sample of randomly selected respondents (both male and female) in my investigation at Plateau des Residents.

I have only used the mathematical method described at the beginning of the second chapter to the 180 responses I was able to save from that lottery.

I have targeted a sample of respondents (both male and female) in the inquiry done at Plateau des Residents whose selection was done by lottery.

By applying the mathematical technique outlined previously at the beginning of the second chapter, I have only retained 180 replies from that lottery.

According to the study and information in Table 1, there are more boys than girls. 52 boys vs 38 girls.

It is evident from the data that the sample is predominantly composed of men.

Sex	Numbers of respondents	Percentage %
Male	52	58
Female	38	42
Total	90	100

$$1. \frac{52 \times 100}{90} = 58\% \text{ numbers of respondents}$$

$$2. \frac{38 \times 100}{90} = 42\% \text{ numbers of respondents}$$

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CHAPTER III. ANALYSIS AND INTERPRETATION

Each section of a scientific paper, ranging from the introduction to the conclusion, holds significance, however, the analysis and interpretation sections are of utmost importance as they demonstrate to readers how the study's results will be conveyed. Hence, I will endeavor to offer a potential rationale for the survey outcomes by scrutinizing the queries and feedback from our respondents. It is crucial to emphasize that these outcomes are preliminary and require validation.

Presented below is a synopsis of the survey results, which were elaborated on in the preceding section and are illustrated in the tables provided.

1. The respondents to our survey do not share their parents' mother language.

French (84.4%) is the language spoken by the majority of people, followed by the other languages.

2. I will try to explain and clarify this situation by looking at sociolinguistic and psycholinguistic factors.

It is true that the various languages spoken in the DRC serve a variety of purposes, but I chose to concentrate on the advantages of using one's mother tongue—in this case, French—to communicate in English rather than other languages because French is more closely related to English than Kiswahili, Kikongo, Ciluba, or Lingala.

The highest-scoring language is French, followed by those that are related to it.

III.1. the sociolinguistic factors

Speaking of the sociolinguistic situation in the DRC, I can state that there are many languages spoken there—between 200 and 240, according to some reports—and that there are several dialects spoken in each of those languages.

Two of them are international languages (English and French), with French serving as the official language and English as a second language.

Ciluba, Kikongo, Kiswahili, and Lingala are the four official national languages.

Each language has a certain region where it is most often used and acts as the dominant language.

For instance, Ciluba is spoken in the Eastern and Western Kasai, Kikongo in Bandundu, and the Central Congo, Swahili in the North and South Kivu, Maniema, Upper Congo, and Katanga, and Lingala in Equateur and Kinshasa, in that order. These provinces have been added as a result of the decentralization policy, which divided the existing territories into numerous provinces.

The four national languages are still spoken today, but none of them has been designated as the official language or adopted as such.

However, the only official language used in government, parliament, and international organizations continues to be French.

The previous and late president Laurent Desire Kabila considered using English as a second official language in the curriculum of education despite the fact that French is still the language of teaching from kindergarten through the university, but that initiative failed.

Living in a residential area like Plateau des Residents has aided many Plateau Adults children or teenagers to practice French intensively, and their parents send them to school to improve it more, particularly in the school like Mont-Amba where French is the medium of instruction and taught as a subject and proves to be beneficial to them. Some parents force their children to speak French at home in order to help them learn the language at home as the primary language to facilitate school learning.

This explains why 73,3% of students learned French as their first language at home. We cannot, however, ignore the significance of other (local) languages in Congolese society. The bulk of the population in Kinshasa speaks Lingala, despite some people's perceptions that it is an unfriendly language.

Without using Lingala, it can be very impossible to get by in Kinshasa, particularly when shopping and moving about certain neighborhoods' streets, taking the bus, going to the market, etc.

This clarifies why some of our respondents (65,5%) use Lingala as their primary language in certain contexts (on the bus, in the street,...).

As English has become the most widely spoken language in the world and is now taught at universities all over the world, such as the University of

Kinshasa, there are an increasing number of centers for English language learning (CALI), MOLIMAS, and other organizations.

Furthermore, many parents today tend to insist that their older children or teenagers learn English.

Could it be inferred from this statistic that people who acquire English while speaking French as their mother tongue or first language have a distinct edge over those who do not, such as those who speak Ciluba, Kikongo, Kiswahili, or Lingala?

English and French are historically two languages from the same region, thus I believe it may be a benefit. When the French invaded England in antiquity, it became their political, social, and cultural language; as a result, English words later entered the French lexicon. We can infer that the two have some sort of reciprocal influence. Words like "body," "video," "fax," and others are frequently used in francophone nations like the DRC.

They're used by so many young people unknowingly without them even being aware that they're English words that have French roots.

Another factor is that they frequently utilize French the most in daily life, which has an impact on their behavior and way of thinking.

(Refer to the appendix.)

Several of them also believe that despite some words' different pronunciations in the two languages, English and French are comparable. Hence, even while speaking and writing in English, they frequently translate French structures into English.

Another group of young people in Plateau des Residents, regardless of whether they are proficient in French, find that they can express themselves more freely in French than in other languages because they have been using it for a long time since they were children or teenagers. This is not at all bad, in my opinion; on the contrary, it needs to be encouraged.

III.2. the psycholinguistic factors

This section focuses more on the attitudes of our survey participants.

In particular, we're curious to know whether the respondents think highly or poorly of English or other (indigenous) languages.

We have found the following findings on the language use issue that was covered in the previous chapter of our work:

For the vast majority of respondents (44/90, or 48.8%), English is the most attractive language (to speak or learn).

English is the most accessible language for responders (39/90, or 43.3%).

English is the most helpful language (42/90), or 46.6%.

French is the most courteous language (58/90), followed by English (38,8%), Kiswahili (8,8%), and Kikongo (2,2%).

No one favors Ciluba or Lingala, yet in this table, English is the preferred language. The second language, which is why it is in second place right after French, the top position's and most-used language.

All of these responses reveal that our respondents' sentiments toward English are generally favorable, according to the data gathered from the questionnaire.

They claimed that it is a privilege for them to have learned French and used it as their mother tongue or first language since childhood because it enables them to use it more frequently every day in their lives and practice it more frequently at home, which is considered to be a significant advantage to use it at school while others (users of local languages) still struggle to do so.

Why is that?

Because some of them said that there is a much closer relationship between French and English due to their shared vocabulary (the case of borrowing).

When we examine the interview responses of our informants, we find that they consider it normal to speak only French and to express ideas in that language because the French language is so important to them in their daily lives. They try to act and speak like real French people by imitating their speech pattern (a few of them).

Even though they recognize the significant role those languages play in our culture, some parents have a negative view of other local languages.

When kids are out and about, they understand how crucial national languages are since they are required to communicate with others through one of them, particularly (buyers with salespersons).

In the instance of Lingala, which has a significant impact on other locally spoken languages, everyone in the capital city speaks it, but French is only spoken by a group of people who are generally thought to be intellectuals.

For instance, regardless of where they are from, the best orchestras and musicians in the DR Congo reside in Kinshasa where they spend the most of their time speaking Lingala.

Descriptive statistics

Table 1 : numbers of respondents (males and females)

<i>Sex</i>	<i>Numbers of respondents</i>	<i>Percentage %</i>
<i>male</i>	52	58
<i>female</i>	38	42
<i>Total</i>	90	100

Table 2 : Age of respondents

<i>Sex</i>	<i>Numbers of respondents</i>	<i>Percentage %</i>
<i>From 15 to 18</i>	24	26,6
<i>From 18 to 24</i>	44	48,8
<i>From 24 to 36</i>	22	24,4
<i>Total</i>	90	100

<i>Languages</i>	<i>Number</i>	<i>Percentage %</i>
<i>Ciluba</i>	28	10
<i>English</i>	0	0
<i>French</i>	7	8
<i>Kikongo</i>	36	40
<i>Kiswahili</i>	14	31
<i>Lingala</i>	10	11
<i>Total</i>	90	100

When we consider the figures of this table, they clearly show us that the number of respondents whose age range varies between 18 and 24 years old is predominant with as figure (44/90) then followed by the one between 15

and 18 (24/90). To finish, the last one is the range between 24 and 36 years old. Besides, the age of the respondents ranges from 15 to 36 years old.(22/90).

II. Language acquisition

In total, we have 180 respondents who freely filled out the questionnaires submitted to them and this is the result we have got, presented this way : 56 respondents say that their parents' mother tongue is Ciluba, 72 respondents stated that French is the mother tongue of their parents . No one said that English is the mother tongue of either or both parent(s). By applying the formula used by Yamane (180 divided by two), thus the number obtained will be divided by two to have the results in the two tables(3 and 4) below :

<i>Languages</i>	<i>Number</i>	<i>Percentage %</i>
<i>Ciluba</i>	28	10
<i>English</i>	0	0
<i>French</i>	7	8
<i>Kikongo</i>	36	40
<i>Kiswahili</i>	14	31
<i>Lingala</i>	10	11
<i>Total</i>	90	100

After the analysis of the respondents' answers, 28 respondents answer that their father's mother tongue is Ciluba, 36 is Kikongo, 14 is Kiswahili , 10 is Lingala and only 14 answer that French is the mother tongue of their father as known in the table 3 above. No one uses English as mother tongue.

Table 4 : mother 's mother tongue

<i>Languages</i>	<i>Number</i>	<i>Percentage %</i>
<i>Ciluba</i>	22	24,4
<i>English</i>	0	0
<i>French</i>	3	3,3
<i>Kikongo</i>	46	51
<i>Kiswahili</i>	14	15,5
<i>Lingala</i>	5	5,5
<i>Total</i>	90	100

The analysis of the respondents 'mothers show us that 46 mothers speak Kikongo as MT, 22 Ciluba, 14 Kiswahili, 5 Lingala, 3 French. I conclude that many mothers speak Kikongo, represented respectively under the form of percentage like these : 51 % for Kikongo, 24,4 % for Ciluba, 15,5 % Kiswahili and 5 % for Lingala. The results are described in table 4.

Table 5 : language learned before 6 years old among respondents.

Languages	Number	Percentage %
Ciluba	0	0
English	1	1
French	76	84,4
French-lingala	4	4,4
French-Kiswahili	4	4,4
Kikongo	0	0
Kiswahili	5	5,5
Lingala	0	0
Total	90	100

As we have noticed, this question has two parts : the first is to know the language that respondents use no matter the situation or places and secondly it is to know who speaks the language or how the language is used. It focuses on the particularity of the language use. The answer to the first part of the question shows that respondents use many languages after the age of 12 especially in this age range (12 and 18 years old such as French + Lingala, French+ Kiswahili or vice versa. (see tables 6 and 7) May be it the English learned at school. Kiswahili is used among adult children from Kasai,Kivu,Katanga. Eastern provinces, even people from other provinces whose the mother tongue is originally from the Eastern part of DRC.

In analysing the table 5, we realise that some respondents have one or two language(s) that they learned before 6 years old. The majority of them used French as mother tongue as indicated in the table by the number (76/90), followed by those who use Kiswahili (5/90), then those who use two

languages : French associated with lingala, French associated with Kiswahili, respectively represented in terms of percentage (4,4) and (5,5) only 1 used English before the age of 6 years old.

Most of them used French more than any other Congolese languages as MT thus they are multilinguals.

Table 6 : language learned between 6 and 12 years old.

Languages	Number	Percentage %
Ciluba	0	0
English	0	0
English + French	0	0
French + English	2	2,4
French	66	73,3
French + Lingala	9	10
Kikongo	0	0
French+ Kikongo	0	0
Kiswahili	3	3,3
French+ Kiswahili+English	3	3,3
Lingala	6	6,6
Lingala + Kiswahili	1	1
Total	90	100

After the analysis of this table which is a bit longer,we notice that 66 respondents out of 90 speak French, 9/90 speak French associated with lingala. 3 speak French plus Kiswahili associated with English. 6/90 speak Lingala, 2/90 French plus French, 1/90 speak Lingala associated with Kiswahili.

We conclude that most of them do not speak or use these languages (Ciluba,English and Kikongo) between the age of 6 and 12 years old but they speak French.

Table 7 : language learned between 12 and 18 years old.

Languages	Number	Percentage %
Ciluba	2	2,4
English	13	14,4
English + lingala	3	3,3
English + kiswahili	3	3,3
French + English	4	4,4
French	24	26,6
French+lingala	10	11
French+ lingala + English	11	12,2
kikongo	4	4,4
French + kiswahili	2	2,4
Kiswahili	0	0
French+ English + Kikongo	2	2,4
Lingala	12	13,3
Total	90	100

In this table, we notice that french seems to be the predominant language and when it is associated with other languages, it presents an important figure. It is worth mentioning :French 24/90 i.e. 26,6 % , french plus lingala :10-11 % , also French plus lingala associated with English 11-12,2 % and the last one is French plus English associated Kikongo : 2-2,4 % but English comes at the second position and lingala at the third position before the association of languages intervene. It is important to note that they have not learned lingala but it was acquired.

Table 8 : a. Language(s) used the most.

Languages	Ciluba	English	French	Kikongo	Kiswahili	Lingala	Total number
With your father	2	1	76	0	10	1	90
Percentage	2%	1%	84%	0%	11%	1%	100%

Table 8 : b. Language(s) used the most.

Languages	Ciluba	English	French	Kikongo	Kiswahili	Lingala	Total number
With your mother	2	0	60	8	10	10	90
Percentage	2%	0%	67%	13%	11%	11%	100%

Table 8 : c. Language(s) used the most.

Languages	Ciluba	English	French	Kikongo	Kiswahili	Lingala	Total number
With your brother and sister	3	0	69	6	3	9	90
Percentage	3%	0%	77%	7%	3%	10%	100%

Table 8 : d. Language(s) used the most.

Languages	Ciluba	English	French	Kikongo	Kiswahili	Lingala	Total number
With your neighbour	0	2	74	0	0	16	90
Percentage	0%	2%	82%	0%	0%	18%	100%

What we may interpret from the language(s) used with one's father, one's mother, brother and sister and one's neighbour as follows :

The analysis of this table is different from the others because it concerns the language that the respondents use the most. In observing the table, we realise that each situation is different :

- a. When respondents talk with their fathers, most of them use French (76/90) followed by Kiswahili (10/90) and the rest of languages which have almost the same figures as it is presented here in terms of percentage. French : 84,4 %, Kiswahili 11,1 %,Ciluba : 2,2 English :1, 1 and lingala : 1,1%**
- b. When respondents talk with their mothers , French comes at the first position and then followed by other languages : French 66,6 %, Kiswahili 11,1 % lingala 11,1 % kikongo : 8,8 % Ciluba : 2,2 %**
- c. When respondents talk with their brothers and sisters, French is the one which is used the most in this particular situation.French : 76,6 % lingala :10% kokongo 6,6% Kiswahili 3,3% Ciluba 3,3% .**
- d. When respondents talk to their neighbour , French is often used and few of them seldom or almost never communicate with their neighbour**

in English. The percentage below determines that in this way : French 82,2 % and lingala 17,7% and 2,2% for English.

Table 9 : language(s) learned or acquired :

	<i>Ciluba</i>	<i>English</i>	<i>French</i>	<i>Kikongo</i>	<i>Kiswahili</i>	<i>Lingala</i>	<i>Number</i>
<i>At home</i>	3	2	66	4	11	4	90
<i>In the street</i>	26	0	4	0	1	59	90
<i>In school</i>	0	37	53	0	0	3	90
<i>Total</i>	29	39	113	4	12	62	270

If we want to know which language our respondents use either at home, or in school or even in the street, the table 9 provides answers going from the most predominant to the least predominant language. Here by referring to the table, we notice that French is the most predominant ,followed by Kiswahili and the least predominant language is English.

In terms of percentage , we have this result :

Ciluba :3,3% English :2,2% French : 73, 3% Kikongo :4,4% Kiswahili :12,2% Lingala :4,4%. Always French which seems to be the most used at home, at the level of street, Ciluba : 28, 8% French 4,4% Kiswahili :1,1% lingala : 65, 5%. As for the use in school, English : 41, 1% French : 55, 5% lingala : 3,3% .

Table 10 : The dominant language of the home.

<i>Languages</i>	<i>Number</i>	<i>percentage</i>
<i>Ciluba</i>	0	0
<i>English</i>	0	0
<i>French</i>	77	85,5
<i>Kikongo</i>	2	2,4
<i>Kiswahili</i>	7	7,7
<i>Lingala</i>	4	4,4
<i>Total</i>	90	100

The analysis shows that French is the dominant language of our respondents as presented clearly in this table above like this:

French : (77/90) : 85,5% thus it represents the most significant number followed by all other languages with weak percentages (2,4,7)

Table 11 a. language used the most in these following situations and places :

Languages	At the bar	When you are	When you talk about sports	In the church	At school
Ciluba	0	0	0	0	0
English	0	0	0	0	12
French	37	64	84	79	64
Kikongo	0	0	0	0	0
Kiswahili	0	8	4	0	0
Lingala	53	18	2	11	14
Total	90	90	90	90	90

In analysing this table which presents different situations, we notice that each situation presents different figures as well as different percentages. Each one has its particularities as far as the language use is concerned.

For example, most of respondents use two languages (French and lingala) when they are at the bar, which are predominant : 37/90, 41,1% for languages. Another situation involves which language they use when they talk about sports ? Again, the analysis in this table provides answers : French : 84/90, 93% Kiswahili : 4/90, 4,4 % and Lingala : 18/90, 20 %.

In the church, we notice that French and Lingala are the predominant languages. French : 79/90, 87,7 % ad Lingala : 11/90, 12,2 %.

At school, this time, there are three languages which are predominant : English, French and lingala. In all, French is the most predominant and used in all situations presented here.

Languages used at the bar :

Languages	At the bar	Percentage
Ciluba	0	0 %
English	0	0%
French	37	41%
Kikongo	0	0%
Kiswahili	0	0%
Lingala	53	59%
Total	90	100%

Languages used when you are angry

Languages	When you are angry	Percentage
Ciluba	0	0%
English	0	0%
French	64	71%
Kikongo	0	0%
Kiswahili	9	9%
Lingala	18	20%
Total	90	100%

Languages used when you talk about sports

Languages	When you talk about sports	Percentage
Ciluba	0	0%
English	0	0%
French	84	93,3%
Kikongo	0	0%
Kiswahili	4	4,4%
Lingala	2	2,2%
Total	90	100%

Languages used in the church

Languages	In the church	Percentage
<i>Ciluba</i>	0	0%
<i>English</i>	0	0%
<i>French</i>	79	88%
<i>Kikongo</i>	0	0%
<i>Kiswahili</i>	0	0%
<i>Lingala</i>	11	12%
Total	90	100%

Languages used at school.

Languages	At school	Percentage
<i>Ciluba</i>	0	0%
<i>English</i>	12	13%
<i>French</i>	64	71%
<i>Kikongo</i>	0	0%
<i>Kiswahili</i>	0	0%
<i>Lingala</i>	14	16%
Total	90	100%

Table 11 b. Language used the most in these following situations and places :

Languages	Listen to radio	Watch to tv	Read books and newspapers	Talking about school subjects
<i>Ciluba</i>	0	0	0	0
<i>English</i>	12	3	21	14
<i>French</i>	70	77	65	73
<i>Kikongo</i>	0	0	0	0
<i>Kiswahili</i>	4	5	0	0
<i>Lingala</i>	4	5	4	3
Total	90	90	90	90

Languages used when you listen to the radio

Languages	Listen to radio	Percentage
<i>Ciluba</i>	0	0%
<i>English</i>	12	13,3%
<i>French</i>	70	77,7%
<i>Kikongo</i>	0	0%
<i>Kiswahili</i>	4	4,4%
<i>Lingala</i>	4	4,4%
Total	90	100%

Languages used when you watch TV

Languages	Listen to radio	Percentage
<i>Ciluba</i>	0	0%
<i>English</i>	3	3%
<i>French</i>	77	85,5%
<i>Kikongo</i>	0	0%
<i>Kiswahili</i>	5	6%
<i>Lingala</i>	5	6%
Total	90	100%

Languages used when you read books and newspapers

Languages	Read books and newspapers	Percentage
<i>Ciluba</i>	0	0%
<i>English</i>	21	23,3%
<i>French</i>	65	72,2%
<i>Kikongo</i>	0	0%
<i>Kiswahili</i>	0	0%
<i>Lingala</i>	4	4,4%
Total	90	100%

Languages used when you talk about school subjects

Languages	Talking about school subjects	Percentage
Ciluba	0	0%
English	14	15,5%
French	73	81%
Kikongo	0	0%
Kiswahili	0	0%
Lingala	3	3,3%
Total	90	100%

When we analyse each linguistic situation case by case , we realize that :

1. Most of respondents use French when they listen to the radio :70/90,77,7%
2. Most of them still use French when they watch TV : 77/90, 85,5%
3. Most of them use French when they read books and newspapers :65/90,72,2%
4. Most of them use French when they talk about school subjects :73/90, 81,1%

We conclude that French is still the predominant language so far.

III. Linguistic attitudes

Table 12 : language they prefer the most.

Languages	Number	Percentage
Ciluba	0	0%
English	35	38,8%
French	45	50%
Kikongo	2	2,2%
Kiswahili	8	8,8%
Lingala	0	0%
Total	90	100%

By looking into the linguistic attitudes of respondents and to answer the question concerning the language they prefer the most, the analysis shows that French is their language of preference (45/90), followed by English(35/90), then Kiswahili (8/90) and the last one is Kikongo(2/90) as presented in the table 13 here above corresponding to their percentage as follows : 50 % for French, 38,8% for English, Kiswahili is 8,8 % and Kikongo 2,2%. No one prefers Ciluba but the English is,

in this table, the second language thus at the second position just after French which takes up the first position and the predominant language.

Table 13 : Language which is the most :

Languages assessment	Ciluba	English	French	Kikongo	Swahili	Lingala	Total number
Beautiful	0	40	44	0	6	0	90
Easiest	0	39	35	2	1	13	90
Useful	0	42	34	0	0	14	90
Polite	0	15	58	0	17	0	90

It is worth mentioning :

- a. The most beautiful language (to speak or learn) for most of respondents is (44/90) i.e. 48,8 %*
- b. The easiest language for respondents is English (39/90) i.e.43, 3%*
- c. The most useful language is English(42/90) i.e. 46,6%*
- d. The most polite language is French (58/90) i.e. 64,4%*
- e. In this table, we can conclude that the two languages (French and English) can be treated on an equal footing (two for one language and two for the other language).*

Table 14 : Language they learn for a particular reason :

Reasons	Ciluba	English	French	Kikongo	Swahili	Lingala	Total number
Social prestige	0	39	46	0	0	5	90
Succed in class	0	26	64	0	0	0	90
Easy contacts with foreigners	0	64	23	0	0	3	90
Find easily job	0	48	30	1	1	10	90
Better succes in politics	3	19	55	2	6	7	90
Better succes in business	0	50	24	0	4	12	90

By analysing the table, we notice that there are several reasons why respondents learn a language appropriate to each situation presented in figures and percentages below:

- a. For reason of social prestige, most of them use French (46/90), which represents in terms of percentage, 51,1% followed by English 43,3%.*
- b. For success in class, they use more French (64/90), which represents 71,1%.*
- c. For easy contacts with foreigners, English takes up the first position as noticed in the table(64/90), 71,1%*
- d. To find easily job, most respondents use English (48/90) and followed by French (29/90) respectively represented 53,3% and 32,2%.*
- e. For a better success in politics, French represents 58,8% (53/90) followed by English 21,1%(19/90).*
- f. For a better success in business, most of our respondents learn English, i.e. (50/90) which represents 55,5%, followed by French (24/90), represents also 26,6% and the rest with a weak percentage.*

All in all, French is and remains the predominant language for all respondents because from these five different reasons, French takes up three positions slightly above English.

g. General conclusion

In the context of Congolese multilingualism, this research was conducted among teenagers and adult children at Plateau des Residents des professeurs. The findings of the survey indicate that French is frequently used by individuals in almost every situation, making it a dominant language at home and school. The attitudes towards other national languages, particularly English, are positive based on the data presented. The study aimed to confirm or refute the hypotheses outlined in previous chapters. The results show that English is considered the most beautiful language by 48.8% of respondents, the easiest language by 43.3%, and the most useful language by 46.6%. French is perceived as the most polite language by 64.4% of respondents. While French remains the predominant language, English holds the second position in the preferences of the participants. The research findings, despite being based on a small sample size, are statistically significant. The teenagers and adult children reside at Plateau des Residents, a residential area in Kinshasa's Lemba township, which is one of the main cities in the DRC with a diverse linguistic landscape. The multilingual nature of Congolese individuals is influenced by various factors, including parental education levels. Many parents prefer their children to interact in a predominantly French-speaking environment to leverage the advantages associated with the elite status of the French language.

All human creations are not flawless, so we kindly ask you not to be too critical when reviewing this piece as errors can happen unexpectedly. We welcome any constructive feedback you may have for this work.

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Appendix

Questionnaire

Question d'interview (dans le cadre de collecte des données)

1. *Comment vous sentez-vous lorsque vous vous exprimez en français par rapport à d'autres langues ?*
2. *Que pensez-vous de l'usage de la langue française au plateau des résidents ? est-ce une bonne chose ou pas ?*
3. *La langue française vous a-t-elle influencé positivement dans vos habitudes (comportement). Si oui, justifiez-vous.*
4. *Certaines d'entre vous affirment que la langue française est une langue de prestige ou supérieure aux autres langues utilisées localement. Partagez-vous ce point de vue ? si oui, justifiez-vous ?*
5. *Un sujet académique et social d'actualité en lingala tel que : musala yako tangisa na université surtout oyo etali éducation sexuelle ezamalamo to mabe pote mikolo oyo bako mikolobela yango mingi makambo ya sexe na campus le rôle de l'interview est d'observer le comportement linguistique des interviewée.*

En observant certains faits sur terrain, on constate :

Certains jeunes adultes "étudiants" Congolais dont la langue maternelle n'est pas forcément le français arrivent à mieux s'exprimer en langues indigène (lingala, swahili) et à transmettre les connaissances (en enseignant les cours à leurs camarades) en d'autres langues outre que le français, certes, les langues locales (lingala, swahili, kikongo, Ciluba).

Question : Réfléchissent-ils en français ou dans la langue qu'ils utilisent le plus ?

En les approchant et observant la façon dont ils expliquent la matière à leurs camarades. (J'ai été personnellement observateur de ces faits à plusieurs reprises lorsqu'ils le font sur le site universitaire).

Extraits de ce que la plupart des jeunes adultes vivant au plateau des profs ont répondu aux questions lors de l'interview : nous nous sentons à l'aise en nous exprimant en français. Le plateau des résidents est un milieu intellectuel et les personnes qui y habitent sont aussi intellectuelles, par conséquent le

français est la langue qui convient pour usage car il reflète le niveau intellectuel du quartier vu que c'est un quartier des intellectuels ou élites.

Le français a aidé bon nombre d'entre eux à s'ouvrir à la culture du monde (pays francophones en général tels que la France, la Belgique,...). Si nous nous exprimons en français c'est parce que tout le monde parle français ici, et donc nous sommes déjà habitué ainsi dans cette langue depuis le bas âge. Ils se sentent moins complexé en s'exprimant en français. Le français nous permet de nous distinguer des autres jeunes adultes vivant dans d'autres quartiers par exemple non résidentiels. Il aide certains jeunes à s'épanouir surtout lorsqu'on communique en français avec les autres qui s'expriment aussi le français. S'exprimer en français les pousse à se considérer supérieur aux autres. La langue française par son usage influence beaucoup notre comportement, raisonnement et nous avons une certaine façon de voir les choses différemment de ceux qui utilisent leurs langues locales qui paraissent un peu vulgaires par rapport à nous.

L'université est un lieu de réflexion ou d'apprentissage académique où l'on transmet les connaissances et non un lieu où il faut pratiquer le sexe.

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