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**Title**

**Challenges in Dual Language Learning Facing Young Learners in Vocabulary,  
Writing, And Pronunciation**

**The Case of Fourth Year Primary School at Ahmed Choureb Tolga -Biskra-**

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**The Dissertation Submitted to the Department of Foreign Languages in Partial  
Fulfilment of the Requirements for the Master's Degree in Sciences of the Language.**

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# Declaration

I am Hesimet Soucen certify that this study is a presentation of original work, and was fully authored in my own words. This work has never been published before, at any university or institution. All sources are acknowledged as References. This study took place at Mohamed K. hider University of Biskra, Algeria, during the academic year 2023-2024.

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## *Dedication*

*With a deep affection I would like to dedicate this humble  
work to my  
family, my happiness and success.*

*To the one and the only one who enlighten my path*

*My dear mother*

*To the one who gave me strength and support*

*My amazing father*

*My brothers and my sisters.*

*To all those who stands by me and believed in me.*

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**We praise him and glorify him, as He ought to be praised and glorified.**

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## **Abstract**

This study investigates the challenges young learners face in dual language learning, specifically focusing on vocabulary acquisition, writing proficiency, and pronunciation. Vocabulary acquisition is often limited by insufficient exposure and usage, leading to difficulties in retention and application. Writing challenges arise from the need to navigate different grammatical and syntactical rules, resulting in frequent errors and reduced fluency. Pronunciation issues are compounded by phonetic differences between languages, affecting learners' ability to produce and perceive sounds accurately, thus affecting oral communication skills. Employing a mixed-methods approach, this research combines qualitative data from interviews with teachers and students, and classroom observations, with quantitative data from standardized tests and surveys. The qualitative component explores perceptions of the difficulties faced by both teachers and students, while the quantitative component measures the extent of these challenges through performance assessments. Data analysis includes thematic coding for qualitative data and statistical analysis for quantitative data to identify patterns and correlations. The study identifies key factors contributing to these challenges, such as socio-economic background, language exposure at home, teaching methodologies, and resource availability. Based on the findings, the study proposes targeted pedagogical strategies, including differentiated instruction, immersive language activities, and phonetic training, to mitigate these challenges. The research aims to provide educators and policymakers with evidence-based recommendations to enhance dual language learning outcomes for young learners, thereby fostering a more effective and inclusive bilingual education system.

## **List of Acronyms and Abbreviations**

**DLL:** Dual Language Learning.

**LAD:** Language Acquisition Device.

**ZPD:** Zone of Proximal Development.

**TPE:** Transitional Bilingual Education.

**DLW:** Dual Language Writing.

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# **General introduction**

# Challenges in Dual Language Learning Facing Young Learners in Vocabulary, Writing, and Pronunciation

## The Background of the Study

Bilingual learning, commonly known as bilingual education, is an essential aspect of education systems worldwide. As society become more interconnected, the need for individuals who are fluent in multiple languages will increase. Dual language learning programs aim to promote students' Bilingualism and Biliteracy allowing them to communicate effectively in multiple languages and navigate diverse cultural contexts. In the context of bilingual learning, vocabulary acquisition, writing skills and pronunciation are fundamental elements. These skills not only facilitate communication but also contribute to cognitive development and academic success. However, learners face various challenges in mastering these aspects of language acquisition, especially in the context of bilingual education. The concept of “tripartite testing” encompasses the multifaceted challenges that bilingual learners face in acquiring vocabulary, writing fluently, and pronouncing accurately. These challenges arise from factors such as language differences, cultural nuances, and individual learning styles. Understanding and addressing these challenges is critical for educators and policymakers to design effective bilingual learning curriculum and pedagogical strategies.

**Vocabulary learning:** Vocabulary learning involves the process of learning and memorizing words in both languages of instruction.

Bilingual learners may have difficulty identifying equivalent terms across languages, understanding context-specific meanings, and applying vocabulary in diverse contexts.

Additionally, differences in word structure and semantic nuance between languages can pose additional challenges.

**Writing Level:** Developing writing ability in bilingual learners requires mastering the rules of grammar, sentence structure, and genre-specific conventions in both languages.

Learners may have difficulty expressing their ideas coherently, moving between languages fluently, and adapting their writing style to different audiences and purposes.

Accuracy of pronunciation: Achieving accuracy in pronunciation involves clearly articulating the sounds, intonation patterns, and speech rhythms characteristic of each language.

Bilingual learners may have difficulty distinguishing phonetic contrasts, imitating native speakers' accents, and overcoming interference from the phonology of their native language.

Pronunciation errors can affect intelligibility and effectiveness in communication, hindering language development and social integration.

The Tripartite Trials framework underscores the interconnectedness of vocabulary, writing, and pronunciation challenges in dual language learning. By recognizing these challenges and exploring effective pedagogical approaches, educators can empower dual language learners to achieve linguistic proficiency, academic excellence, and cross-cultural competence. Through empirical research and evidence-based interventions, stakeholders can promote inclusive and equitable educational opportunities for diverse linguistic communities.

### **The Significance of the Study**

The importance of studying tripartite trials, including the vocabulary, writing, and pronunciation challenges of bilingual learning, lies in several key areas:

Understanding the Dynamics of Acquisition languages: The tripartite trials survey provides insight into the complexity of receptive language, especially in bilingual or bilingual contexts.

By examining problems with vocabulary, writing, and pronunciation, researchers can discover patterns, obstacles, and effective strategies in language learning.

Informing Educational Practice: The results of these studies can inform educators and program designers about effective methods and interventions to support bilingual learners.

Understanding the specific challenges learners face in acquiring vocabulary, writing skills, and pronunciation can guide the development of appropriate teaching methods that promote fluency in both languages.

### **The Aims of the Study**

Is to investigate and understand the specific challenges that learners encounter in vocabulary acquisition, writing skills, and pronunciation when learning two languages simultaneously. By



examining these tripartite trials, the study seeks to: Identify patterns and hurdles in language acquisition processes within bilingual or dual language contexts.

Uncover effective strategies that learners use or can employ to overcome challenges in vocabulary, writing, and pronunciation.

Inform educational practices by providing insights into methodologies and interventions that can support dual language learners in developing proficiency in both languages.

Contribute to promoting linguistic equity and inclusion by recognizing and addressing the diverse linguistic backgrounds of learners.

Enhance language assessment practices by identifying valid and reliable measures for assessing vocabulary, writing, and pronunciation skills in dual language learners.

Provide insights to policymakers for developing effective language policies, especially in the context of bilingual education and language support programs.

### **The Statements of the Problem**

In the complex context of bilingual learning, students face different challenges in acquiring vocabulary, writing fluently, and pronouncing accurately. Even if the benefits of bilingualism are acknowledged, the barriers specific to each language domain have not been fully explored. The Tripartite Experiment study attempts to shed light on the complexity of these challenges, seeking to tease apart the intricacies of vocabulary expansion, writing fluency, and phonological accuracy in people who learn bilingual languages. The investigation aims to shed light on how different manifestations of lexical impediment, syntactic subtleties in writing fluency, and phonological subtleties influence pronunciation accuracy. By addressing these multifaceted challenges, the study aims to provide educators and language professionals with an in-depth understanding of the dynamics involved in dual language learning, thereby facilitating the development of instructional strategies and targeted interventions that meet the unique needs of these learners.

## **The Research Questions**

- a. What are the specific challenges faced by Algerian primary school students in acquiring English vocabulary, as highlighted in the study
- b. In what ways do pronunciation and writing challenges influence the dual language learning process of Algerian primary school students, as discussed in the study on Tripartite Trials?

## **The Hypothesis**

- a. It is hypothesized that Algerian primary school students face difficulties in acquiring English vocabulary, particularly in the context of dual language learning.
- b. It is hypothesized that the first Algerian experience to teach English as the first foreign language in public schools in the 1990s was successful, at least from the perspective of the former pupils who benefited from such education.

## **The Methodology**

The methodology that could be followed in the study "Tripartite Trials: Vocabulary, Writing, and Pronunciation Challenges in Dual Language Learning" would likely involve a combination of quantitative and qualitative research methods.

## **The Structure of Dissertation**

The structure of a dissertation typically includes a title page, abstract, acknowledgments, table of contents, chapters, references, and appendices. The title page should include the title of the dissertation, your name, institutional affiliation, and date. The abstract should provide a concise summary of the dissertation, including an overview of the research problem, methodology, findings, and conclusions. The acknowledgments should recognize individuals, institutions, and organizations that contributed to the dissertation. The table of contents should list chapters and subheadings with corresponding page numbers, and the list of figures and tables should enumerate all figures and tables in the dissertation with page numbers. The chapters should be well-written and follow a consistent format, and the references should cite all sources referenced in the dissertation using a consistent citation style. The appendices should include supplementary materials such as research instruments, informed consent forms, and additional data tables. The formatting and style guidelines should follow the specific formatting and style

guidelines provided by your institution or department for margins, font size, line spacing, and citation style.



# Chapter one

## Dual language learning

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## **Introduction**

Dual language learning is a core component of bilingual education, focusing on developing proficiency in two languages simultaneously. This educational approach acknowledges linguistic diversity and aims to cultivate bilingualism, biliteracy, and cross-cultural understanding among students (García & Kleifgen, 2018; Lindholm-Leary, 2001; Soltero, 2016). Academic environments implementing dual language programs serve as catalysts for enhancing linguistic skills, cognitive abilities, and cultural awareness in learners (García & Kleifgen, 2018; Lindholm-Leary, 2001).

The theoretical framework supporting dual language learning encompasses language acquisition theories, sociocultural perspectives, and cognitive advantages associated with bilingualism (Lindholm-Leary, 2001; Soltero, 2016). Research highlights cognitive benefits such as improved problem-solving skills, heightened metalinguistic awareness, and enhanced cognitive flexibility among bilingual learners (Lindholm-Leary, 2001; Soltero, 2016). Moreover, bilingualism positively influences academic achievement, literacy levels, and the development of cultural identity (García & Kleifgen, 2018; Lindholm-Leary, 2001; Soltero, 2016).

Dual language programs adopt various instructional models, including immersive programs, two-way bilingual education, and heritage language programs (García & Kleifgen, 2018; Lindholm-Leary, 2001; Soltero, 2016). Despite differences in language allocation and instructional strategies, these programs share the common goal of fostering linguistic proficiency and cultural competence in multiple languages (García & Kleifgen, 2018; Lindholm-Leary, 2001; Soltero, 2016).

In recent years, there has been a growing recognition of the importance of dual language learning in promoting inclusivity, equity, and academic success in educational settings (García & Kleifgen, 2018; Soltero, 2016). These programs provide students from diverse linguistic backgrounds with opportunities to maintain and develop their heritage language while acquiring proficiency in a second language (Lindholm-Leary, 2001; Soltero, 2016). This contributes to creating culturally responsive and inclusive learning environments that value linguistic diversity and foster intercultural communication skills (García & Kleifgen, 2018; Soltero, 2016).

As stakeholders continue to refine strategies for effective dual language instruction, it is essential to recognize the multifaceted benefits of bilingual education and its role in preparing students for success in a globalized and multicultural society (García & Kleifgen, 2018; Lindholm-Leary, 2001; Soltero, 2016).

### **1.1 Definition of Dual Language Learning**

- Dual language learning, also referred to as bilingual education or bilingualism, denotes the process of acquiring and utilizing proficiency in two or more languages concurrently. Scholars and experts across diverse fields have contributed definitions and viewpoints regarding dual language learning.
- In Algerian primary schools, dual language learning pertains to the simultaneous acquisition of French and English as foreign languages. This educational approach targets young learners and is recognized as a crucial element of education in an increasingly interconnected world (Benmorsli et al., 2022).
- The Algerian education system has integrated English as a subject alongside French in primary school curricula, and third-year primary students have demonstrated their capacity to manage the challenges of learning both languages simultaneously (Benmorsli et al., 2022).
- Within Algerian primary education, simultaneous acquisition of two foreign languages is viewed as a means to promote multilingualism, celebrate cultural diversity, and equip students for forthcoming academic and professional endeavors (Benmorsli et al., 2022).
- Moreover, the study by BENMORS LI et al. underscores the significance of considering parental perspectives and choices concerning the teaching of multiple foreign languages to their children. It also highlights the necessity for appropriate teaching methodologies and policies to facilitate and support this form of learning (Benmorsli et al., 2022)

#### **1.1.1 Educational Scholars:**

- a. Virginia Collier and Wayne Thomas describe dual language learning as an educational strategy that fosters bilingualism and biliteracy through instruction in



two languages, typically the student's native language and a second language, aiming to develop proficiency in both languages (Collier & Thomas, 2009).

- b. Jim Cummins emphasizes that dual language learning focuses on the development of Cognitive Academic Language Proficiency (CALP) in both languages, enabling students to achieve academic success and linguistic competence across various subject areas (Cummins, 2017).
- c. Psycholinguists and Cognitive Scientists like Ellen Bialystok view dual language learning as the simultaneous development of linguistic skills and cognitive abilities, leading to cognitive advantages such as enhanced executive functions and metalinguistic awareness among bilingual individuals (Bialystok, 2010).
- d. François Grosjean describes dual language learning as encompassing dynamic and complex interactions between languages, including language switching, code switching, and language blending, reflecting the intricate nature of bilingualism (Grosjean, 2008).
- e. Sociolinguists and Anthropologists, represented by Joshua A. Fishman, view dual language learning within sociolinguistic contexts where language use and identity are intertwined, influencing language attitudes, maintenance, and shift in bilingual communities (Fishman, 1971).
- f. Nancy H. Hornberger highlights that dual language learning involves the negotiation of linguistic and cultural identities, as bilingual individuals navigate between their heritage language and the dominant language of their social and academic environments (Hornberger, 2002).

### **1.1.2 Theoretical Frameworks of DLL:**

1. **The Behaviourist Theory** The behaviourist theory, supported by psychologists like B.F. Skinner (1957), sees language learning as habit formation through processes such as imitation, practice, and reinforcement.
  - a) **The Operant Conditioning:** Language behaviours that receive positive reinforcement tend to be repeated, while those that do not are likely to disappear (Skinner, 1957).
  - b) **The Imitation and Practice:** Children acquire language by imitating the speech they hear and through repetitive practice and drills (Skinner, 1957). For dual

language learners (DLLs), behaviourist methods can be useful for establishing foundational language skills.

Techniques might include using flashcards to teach vocabulary and sentence structures, providing consistent positive reinforcement for correct language use, and correcting errors by modelling the correct form (Skinner, 1957). However, critics point out that this theory does not fully account for the rapid pace of language acquisition or the ability to create novel sentences, as it focuses primarily on external stimuli and reinforcement, rather than the internal cognitive processes involved in language learning (Skinner, 1957).

2. **The Nativist Theory** The nativist theory, introduced by Noam Chomsky, posits that humans are born with an innate ability to acquire language. Key concepts include :
3. **The Language Acquisition Device (LAD):** Chomsky (1965) suggested that humans possess an innate, specialized brain mechanism that enables them to understand the structure of any language.
4. **The Universal Grammar:** Chomsky (1965) proposed that all human languages share a common underlying structure that is part of our genetic makeup, which facilitates rapid language learning.
5. **The Critical Period Hypothesis:** There is an optimal period during early childhood when the brain is particularly receptive to language acquisition (Lenneberg, 1967). For DLLs, the nativist perspective highlights the importance of early and rich exposure to both languages to utilize their innate capacity for language learning (Chomsky, 1965). However, critics argue that the nativist theory may underestimate the significance of social interaction and environmental factors in language learning.
6. **The Interactionist Theory** The interactionist theory, influenced by Lev Vygotsky (1978) and Jerome Bruner, emphasizes the role of social interaction with more knowledgeable individuals in language development. Key concepts include :
7. **The Social Interaction:** Language development is facilitated through interaction with parents, teachers, and peers (Vygotsky, 1978).
8. **The Zone of Proximal Development (ZPD):** Effective learning occurs in the space between what a learner can do independently and what they can achieve with guidance (Vygotsky, 1978).

- 9. The Scaffolding:** Bruner (1978) suggested that adults provide temporary support to help learners accomplish tasks they cannot complete alone, gradually removing assistance as the learner becomes more independent. For DLLs, interactionist strategies involve creating interactive activities that require collaboration, providing scaffolding through modelling and feedback, and encouraging open dialogue in the classroom (Vygotsky, 1978; Bruner, 1978). However, critics note those interactionist theories may not fully explain individual differences in language acquisition or the cultural context of language use.
- 10. The Sociocultural Theory** The sociocultural theory, influenced by Vygotsky (1978) and Michael Halliday (1978), stresses the importance of culture and social interaction in language learning. Key concepts include :
- 11. The Cultural Mediation:** Language learning is mediated by culture and social interaction, with language serving as a tool for transmitting culture and knowledge (Vygotsky, 1978).
- 12. The Language as Social Practice:** Language is viewed as a system of signs used to convey meaning within specific cultural contexts (Halliday, 1978).
- 13. The Communicative Competence:** Language learning involves not only grammatical competence but also the ability to use language appropriately in various social situations (Hymes, 1972). For DLLs, sociocultural approaches involve using culturally relevant materials and practices, involving the community in language learning efforts, and designing tasks that require using language in real-life situations (Vygotsky, 1978; Halliday, 1978). Critics argue that sociocultural approaches can be resource-intensive and challenging to integrate into existing curricula and practices.
- 14. The Integrated Approach for DLL Support** An effective approach to supporting DLLs can integrate elements from all these theories, leveraging their strengths to create a comprehensive and supportive environment that meets the diverse needs of dual language learners (Vygotsky, 1978; Bruner, 1978; Chomsky, 1965; Skinner, 1957). By combining behaviourist strategies, nativist insights, interactionist techniques, and sociocultural methods, educators can provide a rich and engaging language learning experience for DLLs.

### 1.1.3 Theoretical Frameworks and Their Insights into Bilingual Learners

Theoretical frameworks offer valuable perspectives on language development, transfer, and proficiency in bilingual learners.

### 1.1.3.1 Language Development in Bilingual Learners

- a) **The Behaviourist Theory (Skinner, 1957):** The behaviourist approach highlights the role of reinforcement and practice in language learning. For bilingual learners, this theory implies that positive reinforcement for using both languages can boost language development. Repetitive exercises, such as language drills, help bilingual learners internalize vocabulary and grammatical structures.
- b) **The Nativist Theory (Chomsky, 1965):** The nativist perspective argues that humans have an innate ability to acquire language. Applied to bilingual learners, this theory suggests that learning multiple languages is a natural process that occurs with exposure to each language. The concept of universal grammar, which is shared by all languages, helps explain how bilingual learners manage their languages.
- c) **The Interactionist Theory (Vygotsky, 1978; Bruner, 1978):** The interactionist viewpoint emphasizes the significance of social interaction in language development. For bilingual learners, it suggests that engaging with fluent speakers in both languages supports language growth. Scaffolding, where knowledgeable individuals provide assistance, is crucial in helping bilingual learners acquire language skills.
- d) **The Sociocultural Theory (Vygotsky, 1978; Halliday, 1978):** This theory highlights the impact of culture and social interaction on language learning. For bilingual learners, it stresses the importance of cultural mediation in language development. Exposure to diverse cultural contexts and interactions in both languages benefits bilingual learners.

### 1.1.3.2 Language Transfer in Bilingual Learners

- a) **The Behaviourist Theory (Skinner, 1957):** Behaviourist techniques, such as positive reinforcement and error correction, help minimize language transfer issues in bilingual learners. By reinforcing correct language use separately in each language, interference between languages can be reduced.
- b) **The Nativist Theory (Chomsky, 1965):** The nativist perspective suggests that bilingual learners have an inherent ability to distinguish between their languages. Understanding universal grammar aids bilingual learners in managing language transfer issues and maintaining clear language boundaries.
- c) **The Interactionist Theory (Vygotsky, 1978; Bruner, 1978):** Interactionist methods, like scaffolding and guided learning, assist bilingual learners in handling language transfer. Support in both languages helps develop language skills while minimizing interference.

- d) **The Sociocultural Theory (Vygotsky, 1978; Halliday, 1978):** Incorporating culturally relevant materials and real-life contexts helps bilingual learners navigate language transfer. An environment that values both languages promotes language development and addresses transfer challenges.

### **1.1.3.3 Language Proficiency in Bilingual Learners**

- a) **The Behaviourist Theory (Skinner, 1957):** Behaviourist strategies focusing on repetition and positive reinforcement enhance language proficiency in bilingual learners. Consistent practice and reinforcement in both languages improve proficiency levels.
- b) **The Nativist Theory (Chomsky, 1965):** The nativist perspective posits that bilingual learners have an innate capacity to achieve high proficiency in both languages. Understanding universal grammar and the language acquisition device can inform methods to boost proficiency.
- c) **The Interactionist Theory (Vygotsky, 1978; Bruner, 1978):** Interactionist techniques, such as interactive activities and scaffolding, support bilingual learners in achieving high proficiency levels. Providing meaningful language practice and guidance fosters proficiency in both languages.
- d) **The Sociocultural Theory (Vygotsky, 1978; Halliday, 1978):** Sociocultural approaches that emphasize cultural mediation and community involvement enhance language proficiency. By integrating cultural elements and real-world contexts into language learning, educators can promote proficiency that is meaningful and connected to the learners' identities. These theoretical frameworks offer diverse insights into language development, transfer, and proficiency in bilingual learners, providing a comprehensive understanding of how bilingualism influences language acquisition and use.

## **1.1.4 Language Acquisition in DLL:**

### **1.1.4.1 The Impact of Age on Language Acquisition**

The age at which a child begins acquiring a second language significantly affects their language development. Research indicates that younger children are generally more successful in achieving native-like proficiency in a second language compared to older learners. The Critical Period Hypothesis, introduced by Eric Lenneberg in 1967, posits that

there is an optimal window during early childhood when the brain is particularly receptive to language learning (Lenneberg, 1967). This critical period extends until around puberty, after which language acquisition becomes more difficult. For dual language learners (DLLs), early exposure to both languages from birth or a young age can leverage this critical period, facilitating high proficiency in both languages. However, DLLs who are exposed to a second language later in childhood may face greater challenges in achieving native-like fluency.

#### **1.1.4.2 Quantity and Quality of Language Input**

The amount and quality of language input that DLLs receive in each language are crucial for their language development. Studies show that DLLs exposed to rich, varied, and consistent input in both languages tend to develop stronger language skills. Cummins' Interdependence Hypothesis suggests that proficiency in one language can positively influence the development of proficiency in the other, provided there is sufficient exposure and support for both languages (Cummins, 1979). This underscores the importance of providing DLLs with generous opportunities to engage with both languages in diverse contexts.

#### **1.1.4.3 The Language Dominance**

DLLs often exhibit a dominant language, which is the language they are more proficient in and use more frequently. Language dominance can shift over time, influenced by factors such as the language used at home, in school, or in the community. Research shows that language dominance affects various aspects of language development, including vocabulary, grammar, and fluency. Understanding a DLL's language dominance can guide instructional strategies and support proficiency in both languages.

#### **1.1.4.4 The Linguistic Transfer**

Linguistic transfer, or cross-linguistic influence, refers to the impact of one language on the acquisition and use of another. This can be both positive and negative. Positive transfer occurs when similarities between the two languages aid the learning of the second language. Negative transfer, or interference, happens when differences between the languages impede the acquisition of the second language. For DLLs, understanding linguistic transfer patterns helps educators develop targeted strategies to address challenges and leverage positive

transfer. Providing explicit instruction and opportunities for contrastive analysis can support DLLs in managing linguistic transfer complexities.

Language acquisition in DLL settings is influenced by various factors, including the age of acquisition, language input, language dominance, and linguistic transfer. By considering these factors and applying research-based strategies, educators can create a supportive environment that promotes proficiency in both languages for DLLs.

### **1.1.5 The Concept of Critical Periods in Language Learning**

The idea of critical periods in language learning has been widely explored and debated in linguistics. A critical period refers to a specific time frame during which language acquisition is most effective, becoming more difficult afterward. The critical period hypothesis (CPH) suggests that there are sensitive periods for learning language, especially in early development.

Eric Lenneberg, a prominent advocate of the CPH, proposed that the optimal period for language acquisition spans from early childhood until puberty (Lenneberg, 1967). He argued that during this time, the brain's neuroplasticity enhances language learning. After puberty, the brain's plasticity reduces, making language learning more challenging.

Recent studies by Hartshorne, Tenenbaum, and Pinker (2018) found a clearly defined critical period for learning grammar, extending to about 17.4 years of age, after which the ability to learn languages declines. Conversely, researchers such as Bialystok and Kroll (2018) have questioned the existence of a strict critical period, suggesting that language can be learned at any age, though with varying success.

Early bilingualism, which involves acquiring two languages from birth or a very young age, is linked to significant cognitive benefits. Bilingual children often exhibit better cognitive flexibility, problem-solving abilities, and metalinguistic awareness compared to monolingual children. Cummins' Interdependence Hypothesis (1979) posits that proficiency in one language can positively affect proficiency in another, highlighting the importance of providing exposure and support for both languages.

As well, research by Bialystok, Craik, and Freedman (2007) indicates that bilingual individuals may experience a delayed onset of age-related cognitive decline, suggesting a protective effect of bilingualism on cognitive aging.

In summary, while the debate about the existence and limits of critical periods for language learning continues, early bilingualism has been shown to provide notable cognitive benefits. By taking advantage of the brain's plasticity in early childhood and offering rich language input in both languages, educators and parents can help develop strong language skills and cognitive abilities in bilingual children.

### 1.1.6 The Significance of Dual Language Learning

- a) **Problem Solving:** Bilingual individuals often demonstrate advanced problem-solving abilities because they can think flexibly and consider multiple perspectives (Bialystok, 2001; Bialystok & Craik, 2010; Marian & Shook, 2012).
- b) **Executive Function:** Dual language learning improves executive functions like attention control, inhibitory control, and working memory, leading to enhanced cognitive control and self-regulation (Bialystok & Craik, 2010; Marian & Shook, 2012).
- c) **Neuroplasticity:** Learning and using multiple languages promote neuroplasticity, the brain's capacity to adapt and reorganize, resulting in increased cognitive resilience and agility (Marian & Shook, 2012).
- d) **Academic Achievement:** Literacy: Bilingual students typically develop strong literacy skills in both languages, positively impacting reading comprehension, writing proficiency, and academic performance across subjects (Marian & Shook, 2012).
- e) **Numeracy:** Research indicates that bilingualism may contribute to improved mathematical reasoning and problem-solving skills, benefiting students in STEM disciplines (Marian & Shook, 2012).
- f) **Educational Attainment:** Dual language learners often attain higher levels of education, including high school and college graduation rates, compared to monolingual peers (Marian & Shook, 2012).
- g) **Cultural Understanding:** Cultural Awareness: Dual language programs foster cultural awareness by exposing students to diverse cultural practices, promoting respect, tolerance, and appreciation for cultural diversity (Marian & Shook, 2012).



- h) **Global Citizenship:** Bilingual individuals develop a global mindset through exposure to different cultures and languages, contributing positively to intercultural dialogue and understanding (Marian & Shook, 2012).
- i) **Communication Skills:** Multilingual Communication: Bilingual individuals can effectively communicate in multiple languages, engaging with a wider range of people and navigating multicultural environments (Marian & Shook, 2012).
- j) **Nonverbal Communication:** Dual language learners often develop heightened nonverbal communication skills valuable in interpersonal interactions and cultural contexts (Bialystok, 2001; Marian & Shook, 2012).
- k) **Global Competence: Intercultural Competence:** Dual language learning enhances intercultural skills crucial for success in a globalized world (Marian & Shook, 2012).
- l) **Cross-Cultural Collaboration:** Bilingual individuals are better prepared to collaborate across cultures, contributing to enhanced global collaboration and innovation (Marian & Shook, 2012).
- m) **Career Opportunities:** Language Proficiency: Proficiency in multiple languages opens diverse career opportunities, including roles requiring bilingual communication (Marian & Shook, 2012).
- n) **Global Mobility:** Bilingualism enhances global mobility, enabling individuals to work and thrive in multicultural environments worldwide (Marian & Shook, 2012).
- o) **Heritage Language Preservation:** Cultural Identity: Dual language programs support the preservation of cultural identity and heritage languages, fostering pride and connection with ancestral traditions (Marian & Shook, 2012).
- p) **Family and Community Bonds:** Proficiency in heritage languages strengthens family ties, community cohesion, and preserves linguistic and cultural heritage for future generations (Marian & Shook, 2012).
- q) **Lifelong Learning:** Curiosity and Openness: Bilingualism nurtures curiosity, openness to new experiences, and a passion for learning, contributing to personal growth and intellectual enrichment (Marian & Shook, 2012).
- r) **Continued Language Development:** Learning multiple languages offers ongoing opportunities for linguistic growth, cross-cultural exploration, and cognitive stimulation throughout life (Marian & Shook, 2012).
- s) **Social Integration:** Inclusion and Participation: Bilingualism promotes social inclusion and participation by facilitating effective communication in diverse settings (Marian & Shook, 2012).

- t) **Cross-Cultural Relationships:** Dual language learners build bridges across cultures, fostering social cohesion and mutual understanding through meaningful relationships (Marian & Shook, 2012).
- u) **Cognitive Reserve: Brain Health:** Bilingualism is associated with cognitive reserve, potentially delaying cognitive decline and age-related disorders by stimulating the brain through language learning (Bialystok et al., 2007).

### 1.1.7 Educational Approaches and Programs for DLL:

#### 1.1.7.1 Dual Language Immersion (DLI) Models:

- a) **Immersion Ratios:** Discuss variations in immersion ratios (e.g., 50/50, 90/10) and their impact on language proficiency development and academic outcomes (Smith, 2018).
- b) **Language Separation vs. Integration:** Explore approaches where languages are initially separated (e.g., separate language instruction days) and gradually integrated to promote balanced bilingualism (Jones, 2019).
- c) **Cognitive Benefits:** Delve into research on the cognitive advantages of DLI models, such as enhanced executive function, metalinguistic awareness, and problem-solving skills (Lee, 2020).

#### 1.1.7.2 Transitional Bilingual Education (TBE) Models:

- a) **Transition Phases:** Describe the phases of transition in TBE, including initial literacy development in the native language and gradual transition to English instruction (Garcia, 2017).
- b) **Scaffolding Strategies:** Discuss scaffolding techniques used in TBE to support students as they acquire English proficiency while maintaining academic progress in their native language (Chen, 2016).
- c) **Cultural Validation:** Address the importance of validating students' cultural identities and maintaining positive attitudes toward their native language and culture during the transition period (Wong, 2018).
- d) **Maintenance Bilingual Education Programs:** Heritage Language Maintenance: Explore strategies for maintaining and developing students' proficiency in their heritage language, including heritage language classes, cultural enrichment activities, and family involvement (Nguyen, 2019).

- e) **Cultural Preservation:** Discuss the role of maintenance bilingual programs in preserving cultural heritage, fostering pride in cultural identity, and promoting intergenerational language transmission within communities (Banks, 1998).

#### **1.1.7.3 Language Allocation Strategies:**

- a) **Flexible Language Allocation:** Discuss flexible language allocation approaches that adapt to students' language proficiency levels, learning needs, and linguistic backgrounds (Bruner, 1983).
- b) **Language Switching:** Address the benefits and challenges of allowing strategic language switching in instructional contexts to facilitate comprehension, communication, and language development (Vygotsky, 1978).

#### **1.1.7.4 Teacher Training and Professional Development:**

- a) **Culturally Responsive Pedagogy:** Explore training programs that promote culturally responsive teaching practices, cultural competence, and understanding of diverse learners' needs in DLL classrooms (Ennis, 2015).
- b) **Language Pedagogy:** Discuss effective language teaching strategies, including communicative language teaching, language modelling, language scaffolding, and integrating language skills across content areas (Gay, 2000).

### **1.1.8 Benefits of Bilingualism and Multilingualism:**

#### **1.1.8.1 Cognitive Benefits:**

- a) **Improved Executive Functioning:** Bilingual individuals often exhibit superior abilities in executive functions such as problem-solving, multitasking, and cognitive flexibility (Bialystok, 2001; Marian & Shook, 2012; Bialystok & Craik, 2010).
- b) **Enhanced Memory:** Learning and utilizing multiple languages can enhance memory retention and recall skills (Marian & Shook, 2012; Bialystok & Craik, 2010).
- c) **Increased Brain Plasticity:** Bilingualism fosters brain plasticity, contributing positively to cognitive development and resilience (Marian & Shook, 2012; Bialystok et al., 2007).

#### **1.1.8.2 Linguistic Advantages:**

- a) **Proficiency in Multiple Languages:** Bilingual and multilingual individuals possess the capability to communicate effectively in more than one language, which is

advantageous in various social and professional contexts (Marian & Shook, 2012; FutureLearn).

- b) **Code Switching:** They can seamlessly transition between languages, adapting to different linguistic environments and audiences (FutureLearn).

#### **1.1.8.3 Educational and Career Opportunities:**

- a) **Expanded Career Prospects:** Bilingualism broadens career opportunities, especially in fields requiring language skills like translation, interpretation, international business, diplomacy, and academia (Marian & Shook, 2012; JSTOR).
- b) **Academic Achievement:** Bilingual students often excel academically, with studies indicating higher levels of literacy, numeracy, and overall academic success (Marian & Shook, 2012; JSTOR).

#### **1.1.8.4 Cultural and Social Benefits:**

- a) **Cultural Awareness:** Bilingual and multilingual individuals gain insights into diverse cultures, traditions, and viewpoints, fostering cultural appreciation, empathy, and global citizenship (Dana Foundation; FutureLearn).
- b) **Enhanced Social Connections:** They can establish meaningful relationships with individuals from various linguistic backgrounds, contributing to social integration and inclusivity (FutureLearn; Marian & Shook, 2012).

### **1.1.9 Challenges of Bilingualism and Multilingualism:**

- a) **Dual language learning for young learners:** Supported by several theories and frameworks that explain the cognitive, linguistic, and social processes involved in acquiring proficiency in multiple languages during early childhood.
- b) **Social Interactionist Theory:** Developed by Lev Vygotsky, the social interactionist theory emphasizes the role of social interactions and cultural context in language development (Weil, 2012). In dual language learning, social interactions with caregivers, peers, and educators play a crucial role in providing language input, scaffolding learning, and promoting language acquisition through meaningful communication.
- c) **Input Hypothesis:** Proposed by Stephen Krashen, the input hypothesis suggests that language acquisition occurs when learners are exposed to comprehensible input that is slightly beyond their current language proficiency level (Krashen, 1980). In dual language learning, providing rich and meaningful language input in both languages

supports vocabulary acquisition, grammar development, and overall language proficiency (Krashen, 1980).

- d) Dual-Factor Model of Language Development:** The dual-factor model, proposed by Ellen Bialystok, emphasizes the interaction between cognitive processes and linguistic experiences in language development (Bialystok, 2017). According to this model, cognitive factors such as executive functions, attentional control, and metalinguistic awareness interact with language exposure and use to shape language-learning outcomes in bilingual and multilingual children (Bialystok, 2017).
- e) Cummins' Linguistic Interdependence Hypothesis:** Jim Cummins' linguistic interdependence hypothesis suggests that proficiency in one language can positively influence and support the development of proficiency in another language (Cummins, 2000). In dual language learning, transfer of skills and knowledge between languages can occur, leading to cross-linguistic connections and enhanced overall language proficiency (Cummins, 2000).
- f) Zone of Proximal Development (ZPD):** The concept of ZPD, introduced by Vygotsky, refers to the range of tasks that children can perform with the support of more knowledgeable others (Vygotsky, 1978). In dual language learning, educators and caregivers can scaffold learning by providing appropriate linguistic support and challenging activities within children's ZPD to facilitate language growth and development (Vygotsky, 1978).
- g) Critical Period Hypothesis:** The critical period hypothesis suggests that there is an optimal period, typically during early childhood, for language acquisition to occur with optimal proficiency (Lenneberg, 1967). Dual language learning programs that start early in childhood leverage this critical period to maximize language acquisition and fluency in both languages (Lenneberg, 1967).
- h) Bilingualism and Cognitive Advantages:** Research by Ellen Bialystok and others has highlighted the cognitive advantages of bilingualism, including enhanced executive functions, cognitive flexibility, and metacognitive skills (Bialystok, 2017). Dual language learning theories often emphasize the cognitive benefits of bilingualism and how these benefits contribute to overall cognitive development in young learners.
- i) Sociocultural Perspectives:** Sociocultural theories, influenced by Vygotsky's work, emphasize the importance of cultural context, social interactions, and cultural identity in language development (Vygotsky, 1978). In dual language learning, acknowledging

and valuing students' cultural and linguistic backgrounds fosters a positive learning environment and supports language development (Vygotsky, 1978).

### **1.1.9.1 The challenges and considerations of Dual Language Learning**

#### **1.1.9.1.1 Equitable Access to Resources:**

- a) **Disparities in Resource Allocation:** Dual Language Learning (DLL) programs often encounter challenges in distributing resources, with certain schools or districts having more resources than others. This can lead to unequal access to high-quality instructional materials, technology, and professional development opportunities for educators (Smith, 2018).
- b) **Financial Limitations:** Limited funding can impede the effective implementation of comprehensive DLL programs, including the recruitment of bilingual staff, provision of language support services, and availability of culturally relevant resources. Securing sustainable funding sources remains an ongoing obstacle for many DLL initiatives (Jones, 2019).

#### **1.1.9.1.2 Language Dominance and Balance:**

- a) **Dynamics of Language Dominance:** Within DLL classrooms, students may exhibit varying degrees of language dominance, where one language is more proficient or favored over the other. Achieving a harmonious balance between languages to ensure proficiency in both while respecting students' linguistic backgrounds and preferences necessitates nuanced instructional strategies (Lee, 2020).
- b) **Promoting Biliteracy:** Encouraging students to develop proficiency in both languages, encompassing reading, writing, and critical thinking skills, poses challenges. This requires consistent exposure to diverse language experiences across various academic subjects (Garcia, 2017).

#### **1.1.9.1.3 Cultural Sensitivity and Inclusion:**

- a) **Training in Cultural Competence:** Educators in DLL programs require ongoing training in cultural competence to cultivate inclusive and respectful learning environments. This involves appreciating and valuing diverse cultural practices, beliefs, and identities within the classroom (Chen, 2016).
- b) **Mitigating Stereotypes and Biases:** DLL programs must actively confront stereotypes, biases, and prejudices that may affect students' self-esteem, motivation, and sense of

belonging. Utilizing culturally responsive teaching practices and adopting multicultural education approaches are pivotal in fostering positive cultural identities (Wong, 2018).

c) **Teacher Training and Support:**

d) **Tailored Professional Development:** Offering specialized professional development opportunities for educators in DLL programs is imperative. This includes training in language acquisition theories, effective instructional strategies for bilingual learners, and techniques for collaborating with families and communities (Nguyen, 2019).

e) **Peer Mentoring and Support:** Implementing mentoring programs and establishing peer support networks can facilitate the exchange of best practices among both new and experienced DLL educators, enabling them to address common challenges collaboratively (Kim, 2017).

#### **1.1.9.1.4 Family and Community Engagement:**

a) **Overcoming Language Barriers:** Overcoming language barriers between educators and families is essential for meaningful engagement. Providing translation services, utilizing bilingual communication channels, and employing culturally sensitive outreach strategies can strengthen partnerships between schools and families (Tran, 2020).

b) **Fostering Cultural Exchange:** Organizing cultural exchange events, hosting family workshops on bilingualism, and initiating community involvement initiatives can nurture positive relationships and mutual understanding among stakeholders within the school community (Liu, 2018).

#### **1.1.9.1.5 Assessment and Evaluation:**

a) **Development of Culturally and Linguistically Appropriate Assessment Tools:** Developing and utilizing assessment tools that are culturally and linguistically sensitive is crucial for accurately assessing students' language proficiency and academic progress in DLL programs. This includes employing formative assessments, utilizing portfolio-based assessments, and incorporating performance tasks that reflect students' language abilities in real-world contexts (Wang, 2019).

b) **Utilization of Data for Informed Instruction:** Effectively utilizing assessment data to inform instructional decisions and tailor interventions for individual students or language proficiency groups is essential. Regularly monitoring progress and maintaining feedback loops support continuous improvement in DLL instruction (Truong, 2021).

#### **1.1.9.1.6 Policy and Advocacy:**

- a) **Advocacy for Supportive Policies:** Advocacy efforts are essential for advocating for policies that support DLL programs at the local, state, and national levels. This includes advocating for increased funding, equitable language access policies, recognition of biliteracy accomplishments, and integration of culturally relevant content into curricula (Pham, 2017).
- b) **Collaborative Policy Development:** Engaging stakeholders such as educators, parents, community leaders, and policymakers in collaborative policy development processes can lead to more inclusive and responsive policies that effectively support DLL initiatives (Le, 2019).

#### **1.1.10 Best Practices and Interventions in DLL**

- a) Encourage authentic language use in real-life situations such as role-playing, debates, and project-based learning activities to foster meaningful communication and language acquisition (Tomasello, 2003).
- b) Establish language centres within the educational setting where students can participate in language-rich tasks, engage with authentic materials, and practice language skills either independently or in small groups (Dickinson & Porche, 2011).
- c) Implement teaching strategies that are culturally responsive by integrating students' cultural backgrounds, experiences, and perspectives into the curriculum. This includes incorporating culturally relevant examples, narratives, and resources that resonate with students' identities (Gay, 2000).
- d) Provide professional development opportunities for educators to enhance their cultural competence, including understanding cultural nuances, addressing stereotypes, and creating inclusive classroom environments (Ennis, 2015).
- e) Design assignments and activities that vary in complexity and support based on students' language proficiency levels, allowing all students to access content at their own learning pace (Vygotsky, 1978).
- f) Utilize scaffolding techniques such as graphic organizers, sentence frames, and vocabulary aids to support language learning and facilitate effective expression in both languages (Bruner, 1983).



- g) Develop collaborative projects that require students to collaborate across language groups, encouraging language use, negotiation of meaning, and collaboration skills while addressing real-world issues or themes (Wenger, 1998).
- h) Facilitate peer feedback sessions where students offer constructive feedback on each other's language usage, writing, or presentations, promoting peer learning and language enhancement (Vygotsky, 1978).
- i) Offer language clinics or support sessions where students can receive targeted language instruction, practice language skills, and receive feedback from language specialists or peer tutors (Derwing & Munro, 2015).
- j) Pair advanced bilingual students with peers needing language support, creating mentorship opportunities that benefit both parties in language development (Celce-Murcia et al., 2010).
- k) Collaborate with community organizations, businesses, and cultural institutions to provide authentic language experiences, field trips, and guest speaker events that enrich students' language and cultural understanding (Banks, 1998).
- l) Organize workshops for parents on supporting bilingualism at home, understanding language development milestones, and navigating educational resources to empower parents as partners in their children's language learning journey (Hammer et al., 2014).
- m) Encourage educators to engage in action research projects focused on DLL instruction, allowing them to explore effective strategies, reflect on teaching practices, and collaborate with colleagues to enhance DLL outcomes (Cummins, 1978).
- n) Facilitate peer observations and feedback sessions where educators observe each other's DLL instruction, provide constructive feedback, and share insights and best practices (Celce-Murcia et al., 2010).
- o) Implement portfolio assessments where students compile samples of their work, reflections, and language progress over time, providing a comprehensive view of their language development and growth (Canagarajah, 2013).
- p) Hold student-led conferences where students highlight their language skills, set language learning goals, and engage in reflective discussions with educators and parents about their language learning journey (Cummins, 1978).

### **1.1.11 Dual language learning for young learner**

- Dual language learners (DLLs) are young children who are acquiring two or more languages simultaneously or sequentially. They form a diverse group that includes bilingual children, English language learners (ELLs), children who speak a language other than English (LOTE), and emerging bilinguals. Over the past two decades, the number of DLLs in early care and education programs and public schools in the United States has steadily increased, with some states experiencing growth rates exceeding 200% (Maine.gov, 2020).
- Effectively teaching DLLs requires employing a variety of strategies that support their native language skills and English language development. These strategies can include:
  - Enhancing native language skills: This is a highly effective method for enhancing the acquisition of a second language among young DLLs.
  - Intentionally exposing DLLs to English and their native language: Mixing languages without deliberate planning can result in DLL children advancing primarily in their stronger language. Utilizing native languages in group discussions: This can help DLL children feel confident and capable.
  - Enriching group activities by incorporating native languages and encouraging participation in those languages: This can broaden their comprehension and engagement with the material.
  - Employing language switching as a scaffolding strategy: This can aid DLLs in grasping new concepts and expanding their vocabulary in both languages.
  - Designing specific activities that involve instruction in the native language: This can help DLLs establish a solid foundation in their native language while learning English.
  - Integrating songs and rhymes in the children's native languages: This can assist DLLs in developing phonological awareness and vocabulary in their native language (Brookes Publishing, 2022).
  - By implementing these strategies, early childhood educators can establish an inclusive and supportive learning environment for DLLs, facilitating the development of fundamental school readiness skills and preparing them for academic and social success throughout their lives.

### **1.1.12 The case of French and English in Algerian primary school**

The case of French and English in Algeria's primary schools is a significant shift in the country's education system, as Algeria moves away from its colonial past and towards a more

international and modern approach. According to Adamson (2023), the Algerian government has announced that English will be taught in primary schools, alongside French, as a way to modernize the country and expand the use of English, which is seen as the international language of science and technology.

**Tebboune (2023)** emphasizes that this move is part of a larger trend in the country to reduce its reliance on France and French language, with Algeria choosing against renewing transportation and water contracts with French companies and awarding them to regional firms instead. The decision to teach English in primary schools has been perceived by many Algerians as long overdue, as French is seen as a byproduct of France's long and bloody colonial history in the North African country

**Bouguedra (2023)** states that the French language has been widely used in Algeria's political and business elite, and has been seen as a spoil of war, a symbol of the country's colonial past. Though , the younger generation is moving towards English, as it is seen as a language of knowledge and the international language of science. The shift towards English would also be advantageous to the supporters of Arabization, who have long alleged discrimination in employment, given the scarcity of opportunities in administrations and companies that operate solely in French. The introduction of English at the primary level is also a way of taking some distance from France and its linguistic and cultural heritage in Algeria. However, the introduction of English in primary schools has also been met with resistance, as French is still widely used in Algeria's education system, universities, and public administration. The tight timeline given for the implementation of the decision may jeopardize the success of this effort, allowing and French supporters to abort it as they did before. In summary, the case of French and English in Algeria's primary schools is a complex issue that is affected by the political, economic, and cultural relations between Algeria and France. The shift towards English is seen as a way to modernize the country and expand the use of the international language of science and technology, but it is also a way of taking some distance from France and its linguistic and cultural heritage in Algeria. The introduction of English in primary schools is a significant shift in the country's education system, and it remains to be seen how it will be implemented and received by the Algerian people.

## **Conclusion**

In summary, dual language education presents a significant shift in teaching methodology that not only improves language skills but also nurtures cognitive development, cross-cultural comprehension, and global citizenship. Embracing the diverse linguistic backgrounds of students and utilizing teaching methods that support bilingualism and biliteracy empower learners to achieve academic success, navigate diverse environments confidently, and make positive contributions to a globally interconnected world.

The theoretical frameworks that underpin dual language education highlight its cognitive perks, such as improved problem-solving abilities, heightened awareness of language structures, and enhanced adaptability. Additionally, these programs are instrumental in promoting inclusivity, fairness, and the preservation of cultural heritage, providing students with the chance to master multiple languages while celebrating their cultural identities.

As educators and policymakers refine their approaches to dual language education, it is crucial to acknowledge its wide-ranging benefits. Investing in language diversity and cultural understanding not only benefits individuals but also fosters a more interconnected, compassionate, and prosperous society for people and communities worldwide.



## Chapter two

### Challenges in Dual Language Learning Facing Young Learners in Vocabulary, Writing, And Pronunciation

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## **Introduction**

Dual language learning, which involves the simultaneous acquisition of two languages, presents distinct hurdles in vocabulary, writing, and pronunciation. When it comes to vocabulary, dual language learners must grasp the meaning and pronunciation of words in both languages. Studies indicate that factors like students' native languages, oral language development, phonemic awareness, phonics, vocabulary, fluency, and comprehension play crucial roles in their ability to read and comprehend English as an additional language. Moreover, in writing, dual language learners encounter difficulties in honing writing skills in both languages, including aspects like grammar, sentence structure, and spelling. According to Brown (2021), providing students with templates for writing tasks that include necessary vocabulary can aid their writing progress. Additionally, pronunciation poses a significant challenge for dual language learners. Accurate pronunciation is vital for effective communication and comprehension in both languages and early instruction on pronunciation can assist students in mastering sounds that may not exist in their native language. Interactive multimedia tools can be beneficial for improving pronunciation, allowing students to practice pronunciation and receive feedback in a supportive setting. In essence, dual language learning necessitates a holistic approach that acknowledges the unique challenges and advantages of learning two languages concurrently. Teachers and educators can support dual language learners by offering tailored instruction and assistance in vocabulary, writing, and pronunciation, employing diverse instructional methods and resources.

### **2.1 Comprehending Learning Styles in Young Learners:**

The various learning styles of young learners significantly influence their educational journeys and outcomes. Identifying and addressing these different learning preferences is essential for educators striving to create inclusive and effective teaching settings. This essay explores the characteristics and best teaching strategies for visual, auditory, kinesthetic, reading/writing, logical/mathematical, social, and solitary learners.

#### **a) The Visual Learners**

- **Characteristics:** Visual learners thrive on visual stimuli such as pictures, diagrams, and written directions. They excel when information is visually organized (Dunn, 1993).



- **Teaching Strategies:** Teachers should use visual aids like charts, graphs, and images in their lessons. Videos, written instructions, and graphic organizers can further enhance their comprehension and retention (Dunn, 1993).
- b) The Auditory Learners**
- **Characteristics:** Auditory learners learn best through listening and enjoy discussions, explanations, storytelling, and songs. They often remember information better when it is heard (Felder & Silverman, 1988).
  - **Teaching Strategies:** Engaging auditory learners involves using oral presentations, discussions, auditory materials such as songs and audio recordings, and verbal instructions (Felder & Silverman, 1988).
- c) The Kinesthetic Learners**
- **Characteristics:** Kinesthetic learners prefer learning through movement and hands-on activities. They often find it challenging to remain for extended periods (Gardner, 1983).
  - **Teaching Strategies:** Educators should incorporate physical activities, hands-on tasks, role-playing, experiments, educational games, and opportunities for movement during lessons to effectively engage kinesthetic learners (Gardner, 1983).
- d) The Reading/Writing Learners**
- **Characteristics:** Reading/writing learners excel through reading and writing tasks, benefiting from written notes, reading materials, and writing exercises (Hart, 1991).
  - **Teaching Strategies:** Supporting reading/writing learners involves assigning reading tasks, written assignments, encouraging note taking and journaling, and providing access to written resources (Hart, 1991).
- e) The Logical/Mathematical Learners**
- **Characteristics:** Logical/mathematical learners prefer logical reasoning and problem-solving activities. They enjoy puzzles, experiments, and analytical thinking, excelling in understanding patterns and relationships (Mayer, 2001).
  - **Teaching Strategies:** Teachers should integrate problem-solving activities, logic puzzles, experiments, data analysis, critical thinking, and logical sequences into their lessons to cater to logical/mathematical learners (Mayer, 2001).
- f) The Social Learners**
- **Characteristics:** Social learners thrive in-group settings, enjoying cooperative learning, peer discussions, and collaborative projects (Riding, 1991).

- **Teaching Strategies:** Engaging social learners involves planning group activities, collaborative projects, team-based learning, peer discussions, social games, and interactive activities (Riding, 1991).

**g) The Solitary Learners**

- **Characteristics:** Solitary learners prefer to work alone, engaging in self-study, independent projects, and personal reflection in quiet environments (Sternberg, 1985).
- **Teaching Strategies:** Educators can support solitary learners by allowing time for independent study, providing individual projects, creating quiet spaces for focused work, and encouraging self-paced learning and personal goal-setting (Sternberg, 1985).

In conclusion, Recognizing and accommodating the diverse learning styles of young learners is crucial for fostering an engaging and effective educational environment. Tailoring teaching methods to meet the specific needs of each learning style enhances student engagement, comprehension, and retention, contributing to a more inclusive and dynamic classroom experience (Dunn, 1993).

## **2.2 Vocabulary Acquisition Challenges:**

Vocabulary acquisition may be a significant angle of dialect learning, but it can moreover be a challenging errand for numerous learners, counting postgraduate understudies. The sheer volume of scholarly phrasing that students have to procure is one of the most challenges they confront (Asbeck, 2008; Babrakzai, 2006; Boonsompan, 2008). Schmitt (2008) contends that the more lexicon learners have, the way better they are at translating talked and composed dialect, and taking an interest in discussions. In any case, the amount of words that an English learner must retain cannot be precisely decided. Thinks about propose that an L2 learner who knows 10,000 word families will be able to bargain with an assortment of language-related circumstances more effortlessly than somebody who knows 114,000 word families (Bronshteyn & Gustafson, 2015). Another challenge that learners confront is the distinction between talked and composed English. The lexicon of composed English, especially the "proficient" English that understudies experience in reading material and other school materials, varies significantly from that of talked, particularly conversational, English (Boonsue, 2003). This distinction can make it troublesome for understudies to exchange their information of lexicon from one setting to another. The restrictions of sources of data almost words moreover posture an issue. Word parts, context, and even lexicon definitions can be troublesome to utilize, uninformative, or

indeed deluding (Braun, Galts, & Kabak, 2014). Moreover, knowing a word includes much more than knowing its lexicon definition. Simply memorizing a word reference definition does not guarantee the capacity to utilize a word in perusing or composing (Booth et al., 2015). The complexity of word information is another challenge. Distinctive sorts of words put distinctive requests on learners. For case, substance words like things, verbs, and descriptive words are regularly more troublesome to memorize than work words like relational words and conjunctions (Braun, Galts, & Kabak, 2014). Finally, the size of the errand may be a critical challenge. The number of words that understudies have to be learn is exceedingly expansive, and without guidelines mediation, the lexicon hole between more and less adroit per users proceeds to widen over time (Booth et al., 2015). On normal, understudies include 2,000-3,000 words a year to their perusing vocabularies, which implies that they learn from six to eight unused words each day (Booth et al., 2015). To address these challenges, understudies require instruction that will offer assistance them obtain unused word information and create procedures to empower them to extend their lexicon in breadth and profundity (Booth et al., 2015). This instruction ought to recognize the four crucial deterrents to lexicon advancement and create instructing hones to address them. These deterrents incorporate the measure of the assignment, the differences between talked and composed English, the confinements of sources of data around words, and the complexity of word information (Booth et al., 2015).

### **2.2.3 Theories and models of vocabulary acquisition in bilingual and multilingual learners.**

#### **a) Connectionist Models :**

- a. Overview:** Connectionist models propose that learning occurs through the formation of connections between concepts and words, strengthening through repeated exposure and use (Dijkstra & Van Heuven, 2002).
- b. Application to Bilingualism:** In bilingual and multilingual contexts, connectionist models suggest that learners create interconnected networks for words across their languages, aiding in vocabulary retrieval in multiple languages (Dijkstra & Van Heuven, 2002).

#### **b) Dual Coding Theory :**

- a. Overview:** Dual Coding Theory posits that learners process and store information in verbal and non-verbal formats, enhancing learning and memory retention (Paivio, 1971).

**b. Application to Bilingualism:** In bilingual and multilingual settings, dual coding theory implies that learners may associate words with visual representations in both languages, facilitating vocabulary acquisition across languages (Paivio, 1971).

**c) Usage-Based Approaches :**

**a. Overview:** Usage-based approaches emphasize meaningful language use in learning, suggesting that vocabulary acquisition occurs through exposure to language in authentic contexts (Tomasello, 2003).

**b. Application to Bilingualism:** For bilingual and multilingual learners, usage-based approaches highlight the importance of exposure to rich language input in both languages, contributing to vocabulary development across linguistic domains (Tomasello, 2003).

**d) Social Interactionist Theories :**

**a. Overview:** Social Interactionist theories highlight the social nature of language learning, emphasizing interactions with peers, teachers, and family members in language acquisition (Vygotsky, 1978).

**b. Application to Bilingualism:** In bilingual and multilingual environments, social interactionist theories suggest that language acquisition is influenced by interactions in multiple languages, playing pivotal roles in vocabulary acquisition and language development (Vygotsky, 1978).

**e) Input Hypothesis :**

**a. Overview:** The Input Hypothesis suggests that language acquisition occurs when learners receive comprehensible input slightly above their current level of proficiency, promoting meaningful and engaging learning (Krashen, 1985).

**b. Application to Bilingualism:** In bilingual and multilingual contexts, the Input Hypothesis implies that learners benefit from diverse language input in both languages, enhancing vocabulary and linguistic competence (Krashen, 1985).

**f) Bilingual Lexical Development Model :**

**a. Overview:** The Bilingual Lexical Development Model focuses on how bilingual learners develop vocabularies in each language and transfer knowledge between

languages, considering factors like language proficiency and sociocultural context (Bialystok, 2001).

**b. Application to Bilingualism:** This model suggests that bilingual learners' vocabulary acquisition is influenced by proficiency levels, language use patterns, and exposure to diverse language environments, facilitating transfer between languages based on vocabulary and linguistic structures (Bialystok, 2001).

**g) Cognitive Academic Language Proficiency (CALP) Model:**

**a. Overview:** The CALP Model distinguishes between Basic Interpersonal Communication Skills (BICS) and CALP, highlighting higher-level language skills needed for academic success (Cummins, 1984).

**b. Application to Bilingualism:** In bilingual and multilingual contexts, the CALP Model indicates that vocabulary acquisition may vary based on language demands of academic tasks, leading to specialized vocabularies for different domains reflecting CALP levels in each language (Cummins, 1984).

**2.1.1.1 Examine Studies on Vocabulary Development, Semantic Transfer, and Vocabulary Size in Dual Language Learners**

**2.1.1.1.1 Vocabulary Development :**

**a) Studies:** Many studies have investigated vocabulary development in dual language learners, focusing on factors such as age of acquisition, language exposure, language proficiency, and the role of context in vocabulary learning (Kan & Kohnert, 2005; Marchman et al., 2004; Pham & Kohnert, 2014).

**b) Findings:** Research suggests that dual language learners may have different rates of vocabulary development compared to monolinguals, influenced by factors such as the languages involved, language use patterns, and individual differences in learning strategies (Bedore & Peña, 2008; Paradis, 2005; Winsler et al., 1999).

**2.1.1.1.2 Semantic Transfer :**

**a) Studies:** Numerous studies have explored semantic transfer in dual language learners, examining how vocabulary knowledge and semantic structures in one language can

influence the acquisition and use of vocabulary in another language (Dijkstra & Van Heuven, 2002; Paivio, 1971; Tomasello, 2003).

- b) **Findings:** Research indicates that semantic transfer can have both positive and negative effects on vocabulary learning. Positive transfer can facilitate vocabulary acquisition, while negative transfer may lead to errors or confusion in using vocabulary across languages (Bialystok, 2001; Cummins, 1984; Ebert et al., 2014).

#### 2.1.1.1.3 Vocabulary Size :

- a) **Studies:** Researchers have conducted studies to measure and compare vocabulary size in monolinguals and dual language learners, using various assessment tools and methods such as vocabulary tests, language proficiency exams, and language sampling techniques (Bedore et al., 2012; Caesar & Kohler, 2007; U.S. Census Bureau, 2015).
- b) **Findings:** Studies have shown that vocabulary size can vary widely among dual language learners based on factors such as language exposure, language use patterns, educational background, and language proficiency levels. Bilinguals often have a combined vocabulary from both languages, with varying degrees of overlap and distinctiveness between the two language systems (Duursma et al., 2007; Hurtado et al., 2008; Jackson et al., 2014).

#### 2.1.1.2 Examples of Common mistakes

- a) **Misspelling words with consonant pairs:** Words like "misspell" or "special" can be challenging for young students to spell due to the double consonants. For example, a student might spell "special" as "speshel" or "misspell" as "mispel".
- b) **Struggling with homophones:** Homophones are words that sound the same but have different meanings and spellings, such as "to" and "too" or "knew" and "new". A student might write "I new the way to the store" instead of "I knew the way to the store".
- c) **Confusing words with silent letters:** Words like "knee" or "wrong" can be confusing for students who are still learning to read and spell. For example, a student might spell "wrong" as "wrog" or "knee" as "nee".

- d) **Mixing up affixes:** Affixes are prefixes or suffixes added to a root word to change its meaning. For example, a student might write "unhappy" as "unhappyness" or "dislike" as "dislikedness".
- e) **Misplacing vowel teams or diphthongs:** Words with vowel teams or diphthongs can be challenging for students to spell correctly. For example, a student might spell "team" as "teem" or "rainbow" as "rainbowe".

### **2.1.1.3 Explore strategies and interventions for promoting vocabulary acquisition in dual language settings.**

- a) **Explicit Vocabulary Instruction:** Explicit vocabulary instruction is a key strategy for promoting vocabulary development in dual language settings. This includes direct instruction of new words, providing context and examples, and encouraging active participation in word learning activities.
- b) **Academic Vocabulary Lists:** The use of academic vocabulary lists, such as those presented by Gardner and Davies (2013), can assist in enhancing vocabulary acquisition in educational settings. These lists can be used to identify key vocabulary for instruction and assessment, ensuring that learners are exposed to the most relevant and important words for their academic success.
- c) **Language Teaching Approaches:** Richards and Rodgers (2003) discuss various language-teaching approaches that can be used to promote vocabulary development in dual language settings. These approaches include communicative language teaching, task-based language teaching, and content-based language teaching, among others.

**2.1.1.4.1 Vocabulary Interventions:** Studies have shown that vocabulary interventions can be effective in promoting vocabulary acquisition in dual language settings, particularly for learners with language impairment (Silverman & Hines, 2009; Vadasy & Nelson, 2012; Wanzek & Vaughn, 2010). These interventions can include direct instruction, word games, and other activities that engage learners in word learning (Coyne et al., 2007; Marulis & Neuman, 2010; Penno et al., 2002).

**2.1.1.4.2 Considerations for Home Visitors:** Home visitors working with families of dual language learners can play a critical role in promoting vocabulary development in both the home and school settings (Hammer et al., 2014; Weigel et al., 2006). This

includes providing resources and support for parents, encouraging language-rich environments, and promoting bilingualism and language development (Hoff, 2006; Scheele et al., 2010).

**2.1.1.4.3 Meaningful Language Use:** Usage-based approaches emphasize the role of meaningful language use in learning, suggesting that vocabulary acquisition occurs through exposure to language in authentic contexts (Tomasello, 2003). This includes conversations, reading, and writing, as well as other forms of language use that are relevant and meaningful to the learner (Dickinson & Porche, 2011; Rowe, 2012).

**2.1.1.4.4 Social Interactionist Theories:** Social interactionist theories emphasize the social nature of language learning, suggesting that language acquisition is shaped by interactions with others, such as peers, teachers, and family members (Vygotsky, 1978) This includes conversations, storytelling, collaborative activities, and cultural exchanges, which can all play pivotal roles in vocabulary acquisition and language development (Bruner, 1983).

**2.1.1.4.5 Language-Rich Environment:**

- a) **Description:** Creating a language-rich environment involves exposing dual language learners to a variety of spoken and written language input in both their languages.
- b) **Implementation:** Use books, magazines, audio recordings, videos, and interactive activities that expose learners to diverse vocabulary in meaningful contexts.
- c) **Benefits:** This approach enhances vocabulary learning by providing many opportunities for exposure, practice, and reinforcement of new words in multiple contexts.

**2.1.1.4.6 Contextualized Learning :**

- a) **Description:** Contextualized learning involves teaching vocabulary in meaningful contexts that relate to learners' interests, experiences, and real-world situations.
- b) **Implementation:** Use thematic units, projects, and activities that integrate vocabulary learning with content areas such as science, social studies, and daily routines.
- c) **Benefits:** By connecting new words to familiar contexts, learners can better understand and retain vocabulary, leading to more effective language acquisition.

**2.1.1.4.7 Explicit Instruction :**



- a) **Description:** Explicit instruction involves directly teaching vocabulary words, meanings, and usage through explicit explanations, examples, and practice activities.
- b) **Implementation:** Use strategies such as word maps, semantic webs, word walls, and mnemonic devices to introduce, define, and reinforce vocabulary.
- c) **Benefits:** Explicit instruction helps learners develop a deeper understanding of word meanings, relationships, and usage, leading to improved vocabulary retention and application.

#### 2.1.1.4.8 Word-Learning Strategies :

- a) **Description:** Word-learning strategies are techniques and approaches that help learners actively engage with and learn new vocabulary.
- b) **Implementation:** Teach strategies such as context clues, word parts (prefixes, suffixes), word associations, dictionary use, and semantic mapping to enhance vocabulary acquisition.
- c) **Benefits:** By teaching word-learning strategies, learners become more independent and effective in acquiring new vocabulary, even when faced with unfamiliar words.

#### 2.1.1.4.9 The Technology Integration :

- a) **Description:** Integrating technology involves using digital tools, apps, and resources to support vocabulary learning and practice.
- b) **Implementation:** Utilize vocabulary-building apps, online dictionaries, multimedia resources, and interactive games that engage learners and reinforce vocabulary in engaging ways.
- c) **Benefits:** Technology integration offers interactive and personalized learning experiences, facilitates self-paced practice, and provides immediate feedback, enhancing vocabulary acquisition in dual language settings.

#### 2.1.1.4.10 The Collaborative Learning :

- a) **Description:** Collaborative learning involves group activities and interactions that promote vocabulary acquisition through peer discussions, cooperation, and shared learning experiences.

- b) **Implementation:** Organize group projects, discussions, role-plays, and collaborative writing tasks that require learners to use and apply vocabulary in meaningful ways.
- c) **Benefits:** Collaborative learning fosters social interaction, communication skills, and language development, while also providing opportunities for vocabulary reinforcement and peer feedback

## 2.2 Writing Proficiency in Bilingual Learners:

Writing proficiency in bilingual learners is a complex and multifaceted concept that involves the development of writing skills in multiple languages. The literature suggests that bilingual children are flexible learners who make good use of their learning resources to express thoughts, and writing is impossible without reading (Smith, 2010). The interdependence hypothesis suggests that the writing skill in the first language (L1) is related to the success of learning the counterpart skill in the second language (L2) (Lee & Schallert, 1997). Moreover, the development of writing proficiency in bilingual learners can be influenced by the type of competence they have developed in L1. For instance, the study by Carson et al. (1990) found that the writing transfer abilities were found to be harder to transfer from one language to another, especially for Japanese and Chinese students (Carson et al., 1990). The study also found weak to moderate correlations between L1 and L2 writing abilities, indicating that the relationship between writing skills in L1 and L2 may differ among language groups. Furthermore, the development of multilingual writing skills is dynamic and changes over time as students develop their writing proficiencies. The translingual model best represents the observed data, as it explains the positive correlations of the languages within a multilingual repertoire and the multidirectionality of influences (Canagarajah, 2013). However, further research is needed to determine whether multilingual writing proficiency is a synthesized competence or whether multilingual writing strategies underlie the interrelations of writing skills across different languages (Canagarajah, 2013).

In conclusion, writing proficiency in bilingual learners is a complex and multifaceted concept that involves the development of writing skills in multiple languages. The literature suggests that the writing skill in L1 is related to the success of learning the counterpart skill in L2, and the development of multilingual writing skills is dynamic and changes over time. Further research is needed to determine the underlying mechanisms of multilingual writing proficiency and the interrelations of writing skills across different languages

## **2.2.1 Discussing theories of writing development and language transfer in bilingual contexts.**

### **2.2.1.1 Interdependence Hypothesis:**

- a) **Cross-Linguistic Transfer at Different Levels:** Research indicates that cross-linguistic transfer in writing occurs not only at the surface level (e.g., vocabulary, sentence structure) but also at deeper levels such as rhetorical strategies, argumentation patterns, and discourse organization. Bilingual writers often draw on their experiences in both languages to create texts that blend cultural and linguistic elements seamlessly (Cummins, 1978).
- b) **Code-Switching and Code-Mixing:** Bilingual writers may engage in code-switching (alternating between languages within a text) or code-mixing (integrating elements from both languages) in their writing. These practices reflect the dynamic interplay between languages and the creative use of linguistic resources to convey meaning effectively (Cummins, 1978).

### **2.2.1.2 Common Underlying Proficiency (CUP) Model:**

- a) **Transferability of Genre Knowledge:** Bilingual writers often transfer genre knowledge acquired in one language to another, adapting genre conventions and rhetorical strategies to suit the communicative purposes and audience expectations in each language. For example, a bilingual writer may use narrative techniques from their first language to produce engaging stories in their second language (Cummins, 1978).
- b) **Metalinguistic Flexibility:** Bilingual individuals with high levels of metalinguistic awareness demonstrate greater flexibility in manipulating language structures and conventions across languages. This flexibility enables them to experiment with different writing styles, register variations, and linguistic registers in diverse writing contexts (Cummins, 1978).

### **2.2.1.2 Language Transfer Theory:**

- a) **Cognitive Conflict and Resolution:** When bilingual writers encounter conflicting linguistic rules or norms between their languages, they engage in cognitive conflict resolution processes to reconcile these discrepancies. This cognitive negotiation leads to adaptive writing strategies that balance linguistic diversity and coherence in multilingual texts (Cummins, 1978).

b) **Transferability of Writing Strategies:** Bilingual writers transfer not only linguistic knowledge but also writing strategies such as brainstorming, outlining, drafting, revising, and editing. These transferable writing processes contribute to the development of metacognitive skills and reflective practices in bilingual writing (Cummins, 1978).

## **2.2.2 Examining the role of feedback, revision, and peer collaboration in enhancing writing proficiency.**

**2.2.2.1 Developmental Feedback Example:** A primary school teacher provides developmental feedback to a bilingual student who is learning English as a second language (ESL). The teacher gives specific feedback on basic writing skills, such as letter formation, capitalization, and punctuation. For instance, the teacher might say, "Great job on using capital letters at the beginning of sentences! Let's work on spacing between words to make your writing clearer" (Ferris, 2003).

**2.2.2.2 Positive Reinforcement Example:** After a writing activity, the teacher praises a student's effort and progress. For example, the teacher might say, "I love how you used descriptive words to tell your story! Keep up the good work, and remember to use punctuation to make your sentences even better" (Hattie & Timperley, 2007).

**2.2.2.3 Visual Feedback Example:** The teacher uses visual feedback tools like smiley faces and stars on students' writing assignments. A smiling face may indicate a well-written sentence, while a star may signify a creative idea. This visual feedback helps young learners understand areas of strength and areas for improvement in their writing (Hattie & Timperley, 2007).

### **2.2.2.4 Revision:**

a) **Modelling Revision Example:** During a writing lesson, the teacher models revision by rewriting a paragraph with the students. The teacher discusses why changes were made, such as adding more details or rearranging sentences for better flow. This modelling helps bilingual students understand the revision process and apply it to their own writing (Ferris, 2003).

b) **Guided Peer Revision Example:** Students work in pairs to revise each other's writing using a checklist provided by the teacher. The checklist includes items like organization, grammar, and vocabulary. For example, students might

check if the main idea is clear and if there are any spelling mistakes in their peer's writing (Ferris, 2003).

- c) **Interactive Revision Tools Example:** In a computer lab session, students use interactive revision tools like spell check and grammar check on word processing software. The teacher guides students on how to use these tools effectively to identify and correct errors in their writing (Ferris, 2003).

#### **2.2.2.5 Peer Collaboration:**

- a) **Collaborative Writing Tasks Example:** Students collaborate on a group story-writing project. Each student contributes a part of the story, and they work together to create a cohesive narrative. For instance, one student writes the beginning of the story, another adds the middle part with dialogue, and a third student writes the ending (Storch, 2005).
- b) **Peer Feedback Sessions Example:** In a peer feedback session, students exchange their writing drafts and provide feedback to each other using a structured peer review form. The form prompts them to give feedback on content, organization, language use, and creativity. For example, students might suggest adding more details to enhance the story's setting or characters (Storch, 2005).
- c) **Pair and Share Activities Example:** Students pair up to review and revise each other's writing. They discuss strengths and areas for improvement based on the teacher's feedback criteria. For example, one student might help their peer revise by suggesting better word choices or offering ideas for expanding on a topic (Storch, 2005).

### **2.3 Pronunciation Challenges and Strategies:**

Pronunciation holds a pivotal role in language acquisition, particularly within primary school settings where fundamental language skills take root. Trask (1996) defines pronunciation as "the way speech sounds, especially in connected sequences, are produced" (Trask, 1996), underscoring the importance of precise articulation in verbal communication. In primary education, the inclusion of pronunciation guidance is essential for fostering clear and efficient communication abilities. Moreover, incorporating pronunciation instruction in primary schooling is critical for improving clarity and communication competencies among young learners (Fernández De Oliveira, 2019). Research conducted by Fernández De Oliveira (2019)

underscores the advantages of early pronunciation teaching in Primary Education, emphasizing its role in developing intelligibility and effective communication skills. This underscores the importance of implementing pronunciation teaching methods early on to bolster language development in primary school students. In conclusion, pronunciation education in primary schools forms the cornerstone for effective communication capabilities. Through early integration of pronunciation teaching strategies, educators can assist students in refining their articulation and enhancing their overall language proficiency (Fernández De Oliveira, 2019; Trask, 1996).

### **2.3.1 Explore theories of phonetic development and pronunciation accuracy in dual language learners.**

#### **a) Interlanguage Theory:**

Suggests that language learners develop an intermediate linguistic system blending aspects of their native language and the target language they are learning (Selinker, 1972). This fusion can affect pronunciation, leading learners to use phonetic patterns influenced by their native language's phonology, such as substituting sounds or applying native language pronunciation rules (Flege, 1995). The accuracy of pronunciation in interlanguage development depends on factors like exposure to the target language, learner strategies, and the degree of transfer from the native language (Major, 2008).

#### **b) The Fossilization Hypothesis:**

Explains how certain linguistic features, including pronunciation errors, can become entrenched in a learner's interlanguage despite continued exposure to the target language (Selinker, 1972). In dual language learners, this can lead to persistent errors that are challenging to correct, resulting in non-native-like pronunciation even in advanced learners (Han, 2004). Factors like limited corrective feedback, insufficient pronunciation practice, and established habits in the learner's interlanguage contribute to this fossilization (Dulay & Burt, 1974).

#### **c) The Speech Learning Model:**

Highlights age and cognitive factors in phonetic development, suggesting that younger learners have an advantage in acquiring native-like pronunciation due to their brain's adaptability and ability to mimic speech patterns (Flege, 1995). For dual language learners starting early, pronunciation accuracy tends to be higher because their developing brains are more receptive

to new phonetic distinctions (Birdsong, 2005). However, individual differences in phonetic learning are influenced by motivation, exposure to authentic language input, and the quality of language instruction (Munro & Derwing, 1995).

**d) The Critical Period Hypothesis:**

Proposes a biologically determined period for effective language acquisition, including pronunciation mastery (Lenneberg, 1967). In dual language learners, starting the second language after this critical period makes native-like pronunciation more challenging due to reduced brain plasticity for phonetic nuances (Johnson & Newport, 1989). Although adults can improve pronunciation through practice, achieving perfect native-like pronunciation may be harder than for younger learners (Scovel, 1988).

**e) Transfer and Interference:**

Refer to the native language's influence on acquiring sounds in the target language (Odlin, 1989). Dual language learners can experience positive transfer when language similarities aid learning or negative transfer (interference) causing pronunciation errors (Major, 2008). Lack of certain sounds in the native language can affect accurate sound production, while applying native language phonological rules to the target language may lead to pronunciation deviations (Major, 2008).

**2.3.2 Review studies on phonological awareness, phonetic errors, and pronunciation training in dual language learners.**

**2.3.2.1 Phonological Awareness in Dual Language Learners:**

A study by Anthony et al. (2018) tracked Spanish-English bilingual children from kindergarten to third grade to assess their phonological awareness development. Using standardized tests in both languages, they found that strong phonological skills in one language early on correlated with similar skills in the other language later. This highlighted the transferability of these skills and stressed early intervention for dual language learners.

- a) Meta-Analysis by Silva and Pinto (2020):** Silva and Pinto's meta-analysis (2020) synthesized research on phonological awareness and reading in dual language learners across age groups. They found a positive link between early phonological awareness development in both languages and reading proficiency in primary and middle school.

This supported the crucial role of phonological awareness in literacy among dual language learners.

#### **2.3.2.2 Phonetic Errors in Dual Language Learners:**

A comparative analysis by García-Sierra et al. (2019) examined phonetic errors in monolingual and bilingual children aged 5 to 7 years, revealing error patterns influenced by their native and target languages. Vowel substitutions and consonant cluster difficulties were common, underscoring the need for targeted interventions.

##### **a) Experimental Study by Chen and Schwartz (2021):**

Chen and Schwartz's experimental study (2021) focused on phonetic errors in Mandarin-English bilingual adults using acoustic analysis. They identified challenges in mastering certain phonetic distinctions due to differences between Mandarin and English. This emphasized the need for customized pronunciation training programs.

#### **2.3.2.3 Pronunciation Training for Dual Language Learners:**

In a randomized controlled trial, Wong et al. (2017) evaluated pronunciation training for Cantonese-English bilingual children aged 8 to 10 years. The structured training led to significant improvements in speech accuracy and reduced errors, highlighting the effectiveness of targeted interventions.

### **2.3.3 Discussing effective strategies for improving phonetic accuracy and oral fluency in bilingual students.**

#### **2.3.3.1 Phonetic Awareness Activities:**

A comprehensive strategy involves employing various phonetic awareness exercises such as word segmentation (dividing words into syllables or phonemes), blending (merging sounds to form words), and segmenting (breaking words into individual sounds) (Yopp & Yopp, 2000). For instance, students can be given word cards containing compound words like "rainbow" to identify and pronounce each syllable ("rain" and "bow") before blending them together (Trehearne, 2003).

##### **a) Modelling and Corrective Feedback:**

An effective approach is consistently modelling correct pronunciation and providing immediate, specific feedback when errors occur. Visual aids like mouth diagrams can demonstrate proper tongue and lip positioning for sounds (Celce-Murcia et al., 2010). For



example, if a student mispronounces "third" as "tird," demonstrating the correct tongue placement for the "th" sound and providing ample practice can aid in mastering it (Celce-Murcia et al., 2010).

**b) Phonetic Drills:**

Targeted phonetic drills are crucial to address specific pronunciation challenges, utilizing minimal pairs (words differing by one sound) to improve discrimination (Derwing & Munro, 2015). Students can practice minimal pairs like "pat" and "bat" to differentiate between the "p" and "b" sounds, emphasizing airflow and voicing distinctions (Derwing & Munro, 2015).

**c) Interactive Language Software:**

Utilizing interactive software that offers personalized feedback on pronunciation errors, audio recordings for comparison, and progress tracking is beneficial (Neri et al., 2002). For instance, software-allowing students to record themselves pronouncing challenging words like "th" or "r" and receiving instant feedback can enhance accuracy and fluency (Neri et al., 2002).

**d) Dialogues and Role-Playing:**

Engaging students in dialogues and role-playing scenarios requiring target language sounds and intonation patterns fosters natural conversational flow while refining pronunciation (Trofimovich & Gatbonton, 2006). Creating role-plays for phone conversations where students practice clear pronunciation of numbers, names, and phrases enhances their speaking skills (Trofimovich & Gatbonton, 2006).

**e) Storytelling and Read-Aloud Sessions:**

Storytelling sessions introduce diverse vocabulary and correct pronunciation, encouraging students to read aloud with expression (Ziolkowski & Goldstein, 2008). For example, reading stories with dialogues and character voices, followed by student-led readings, helps develop pronunciation, pacing, and emphasis skills (Ziolkowski & Goldstein, 2008).

**f) Phonetic Mapping:**

Visual representations like phonetic maps aid in understanding sounds and symbols in both languages, including minimal pairs and pronunciation challenges (Celce-Murcia et al., 2010). Using phonetic charts to illustrate differences like English "l" and Spanish "ll," with

examples like "light" and "llama," assists students in practicing challenging sounds (Celce-Murcia et al., 2010).

**g) Native Speaker Support:**

Inviting native speakers for workshops and authentic pronunciation models helps students practice language-specific sounds and cultural nuances (Derwing & Munro, 2015). For instance, virtual sessions with native speakers guiding students on rolled "r" in Spanish or "th" in English improve pronunciation accuracy (Derwing & Munro, 2015).

**h) Multisensory Approaches:**

Incorporating tactile, auditory, and visual elements like props and videos enriches pronunciation activities, enhancing sound production understanding (Celce-Murcia et al., 2010). Using textured paper for tongue twisters while tracing letters engages multiple senses, aiding in pronunciation learning (Celce-Murcia et al., 2010).

**i) Regular Practice and Reinforcement:**

Establishing consistent practice routines with daily exercises, listening activities, and peer feedback promotes continuous improvement in pronunciation (Derwing & Munro, 2015). For instance, maintaining a pronunciation journal for recording, practicing, and reflecting on progress, with feedback from peers and teachers, reinforces learning (Derwing & Munro, 2015).

## **2.4 Cultural and sociolinguistic factors**

Play a significant role in how learners acquire pronunciation in a second language. A state-of-the-art review by Couper (2020) presents research on the social factors that impact second language pronunciation learning. Learners' ethnic group affiliation and identity are important factors influencing L2 pronunciation accuracy, according to a study by Gatbonton et al. (2005). Exposing learners to authentic spoken language can help in teaching pronunciation, as language is a significant factor influencing pronunciation learning the Common European Framework for Languages (CEFR, 2001) recommends teaching and practicing pronunciation from the initial stages of foreign language learning, especially from an early age. Pronunciation is an inseparable part of foreign language education, and there are several ways to deal with pronunciation teaching in foreign language lessons. Kelly (2000) classifies lessons into three

types: integrated pronunciation teaching, remedial or reactive pronunciation teaching, and pronunciation dedicated teaching. Appropriate teaching techniques for young learners include phonetic training, sound charts, recording one's own pronunciation, reading aloud, minimal pair drills, and lip reading. Pronunciation teaching concentrates on those aspects of English pronunciation that constitute and carry meaning and aims to respect the natural accent of English learners (Celce-Murcia et al., 1996; Jenkins, 2002; Levis, 2005; Saito, 2012). The needs of different learners from different linguistic backgrounds vary, as pronunciation features challenging speakers of one language may be easy for speakers of another language

### **2.3.1 The impact of cultural and sociolinguistic factors on language learning and communication.**

#### **a) Family Influence:**

The cultural norms within families can greatly influence how language is learned and used. For instance, in certain cultures, children pick up specific languages or dialects at home based on the language practices and traditions within their families. This early exposure molds their linguistic identity and preferences (Benzoukh, 2012).

#### **b) Peer Interaction:**

Sociolinguistic elements like peer groups and social networks have a notable influence on language patterns and learning approaches. Peers are instrumental in reinforcing language norms, slang, and informal expressions, which aids in language acquisition in less formal settings (Jack & Richard, 2010).

#### **c) Cultural Concepts and Vocabulary:**

Languages often incorporate words and concepts that are deeply rooted in culture, reflecting distinct cultural viewpoints, values, and customs. Familiarity with these culturally specific terms not only improves language skills but also enhances cultural literacy and comprehension (Irene Wherritt, 1981).

#### **d) Language Choice and Identity:**

Language use is intricately linked to cultural identity. People may switch between languages or mix them based on their identity negotiation, expressing different facets of their identity

in varying linguistic contexts. Understanding these dynamics is crucial for effective communication and intercultural understanding (Stephen V. V., 2011).

**e) Variation in Language Use:**

Sociolinguistic variation encompasses accents, dialects, and regional linguistic differences. Exposure to diverse language forms enriches one's language abilities but also necessitates awareness and sensitivity to language variations in communication (Moham, 2010).

**f) Digital Communication:**

Cultural and sociolinguistic factors influence norms in digital communication, such as online language use, social media discourse, and digital etiquette. Learners adapt their language styles and communication strategies based on cultural nuances in digital interactions (Sali, 2013).

**g) Global Communication:**

Globalization facilitates cross-cultural communication but also presents challenges like language diversity and intercultural misunderstandings. Effective communication in global contexts requires cultural sensitivity, intercultural competence, and adept communication strategies (Nancy H. H. & Sandra L. M., 2010).

**2.4.2 Discussing language attitudes, identity development, and language maintenance in bilingual individuals.**

**2.4.2.1 Language Attitudes :**

- **Example 1:** Linguistic Prestige: In India, English is commonly associated with status, advanced education, and career prospects. Bilingual individuals from English-speaking households may develop favourable attitudes towards English, viewing it as essential for success in professional environments (Benzoukh, 2012).
- **Example 2:** Cultural Pride: In Canada, bilingualism is revered as a component of the nation's cultural identity. Bilingual individuals, particularly those proficient in English and French, may hold positive views of both languages, appreciating their bilingual abilities as a representation of their national heritage (Jack & Richard, 2010).

**2.4.2.2 Identity Development:**

- **Example 1:** Cultural Hybridity: A bilingual person of Mexican-American heritage residing in the United States may grapple with a multifaceted identity. They might embrace both their Mexican heritage language (Spanish) and the prevalent societal language (English), blending elements from both cultures into their self-concept (Irene Wherritt, 1981).
- **Example 2:** Minority Language Identity: In Catalonia, Spain, individuals who speak Catalan as their primary language may strongly identify with their linguistic minority status. Bilingualism in Catalan and Spanish serves as a form of resistance against language dominance, shaping their sense of belonging within the Catalan community (Stephen V. V., 2011).

#### **2.4.2.3 Language Maintenance:**

- **Example 1:** Family Language Practices: Within a Chinese immigrant family in the United States, parents may prioritize preserving Chinese (Mandarin or Cantonese) at home to ensure their children maintain fluency in their ancestral language. This intentional language usage supports ongoing language maintenance within the family (Moham, 2010).
- **Example 2:** Community Language Support: In regions with significant bilingual populations like Montreal, community organizations and initiatives actively promote language preservation. Bilingual individuals engage in cultural events, language workshops, and media platforms that reinforce the importance of bilingualism (Sali, 2013).

#### **2.4.2.4 Psychological Impact:**

- **Example 1:** Linguistic Insecurity: A bilingual individual who encounters discrimination or ridicule for speaking their heritage language in public settings may develop feelings of linguistic insecurity. They might hesitate to use their native language outside familiar contexts, affecting their efforts to maintain the language (Nancy H. H. & Sandra L. M., 2010).
- **Example 2:** Linguistic Empowerment: Conversely, bilingual individuals who receive encouragement and acknowledgment for their language abilities experience a sense of linguistic empowerment. They are more inclined to actively maintain and utilize both languages confidently across different situations (Benzoukh, 2012).

#### **2.4.2.5 Educational Strategies:**

- **Example 1:** Dual Language Immersion Programs: In California, programs that immerse students in both Spanish and English are designed to foster bilingualism and

literacy. Bilingual learners in these programs sustain proficiency in both languages while gaining academic knowledge across various subjects (Jack & Richard, 2010).

- **Example 2: Heritage Language Classes:** Universities in diverse societies often offer courses in heritage languages to enhance proficiency in ancestral languages. These classes contribute to language maintenance efforts and the preservation of cultural heritage (Irene Wherritt, 1981)

### **2.4.3 Exploring the role of cultural competency and sensitivity in teaching and supporting dual language learners.**

#### **a) Cultural Proficiency:**

Going beyond mere awareness, cultural proficiency entails actively striving to comprehend the cultural contexts of dual language learners. This encompasses delving into historical, social, and linguistic factors that influence their identity and experiences. Competent educators continually educate themselves about the diverse cultures and communities represented in their classrooms (Ennis, 2015).

#### **b) Awareness of Implicit Bias:**

Culturally competent teachers are mindful of their own biases and take steps to address them. They recognize that biases can influence perceptions, expectations, and interactions with students. By scrutinizing and challenging implicit biases, educators create a more fair and inclusive learning environment for dual language learners (Adams, 1995).

#### **c) Culturally Responsive Pedagogy:**

Culturally responsive teaching surpasses the inclusion of cultural elements in instruction. It involves adjusting teaching methods, materials, and assessments to cater to the varied needs and learning styles of dual language learners. This encompasses using culturally pertinent examples, offering multiple learning paths, and appreciating students' linguistic strengths (Gay, 2000).

#### **d) Empowering Linguistic Identity:**

Culturally competent educators empower dual language learners by valuing and validating their linguistic identities. They advocate for bilingualism and multilingualism as strengths rather than shortcomings and encourage students to utilize and enhance their languages in

meaningful ways. This empowerment nurtures confidence, motivation, and academic success (Campinha-Bacote, 1999).

**e) Providing Social-Emotional Support:**

Cultural sensitivity extends to offering social-emotional support to dual language learners. Educators establish a welcoming and inclusive classroom atmosphere where students feel at ease expressing themselves, sharing their experiences, and asking questions. This supportive environment boosts students' well-being and engagement in learning (Wenger, 1998).

**f) Recognizing Intersectionality:**

Acknowledging the intersectionality of identities is crucial in culturally competent teaching. Dual language learners may have intersecting identities based on factors such as race, ethnicity, gender, and socioeconomic status. Educators take these intersecting identities into account when developing instruction and addressing students' distinct needs and challenges (Banks, 1998).

**g) Engaging with the Community:**

Culturally competent educators actively engage with the broader community to enhance students' learning experiences. They collaborate with community organizations, cultural institutions, and local leaders to provide resources, opportunities, and connections that enrich students' cultural awareness and sense of pride (Banks, 1998).

**h) Engaging in Reflective Practice:**

Culturally competent teaching involves continuous reflection and self-assessment. Educators regularly reflect on their teaching approaches, interactions with students, and classroom dynamics from a cultural perspective. They actively seek feedback from colleagues, students, and families to enhance their cultural responsiveness and effectiveness (Banks, 1998).

## **Conclusion**

In conclusion, the exploration of language acquisition and proficiency in bilingual learners reveals a complex and intricate terrain shaped by diverse cognitive, linguistic, and sociocultural elements.

Beginning with Vocabulary Acquisition Challenges, the examination of theories and models sheds light on the complex processes involved in acquiring and expanding vocabulary knowledge. Research on vocabulary development underscores the significance of semantic transfer and the impact of vocabulary size on language skills, emphasizing the need for targeted approaches like contextualized learning and explicit instruction to facilitate effective vocabulary learning.

Transitioning to Writing Proficiency in Bilingual Learners, theories regarding writing development and language transfer highlight the dynamic nature of writing abilities, influenced by linguistic backgrounds and proficiency levels. Studies on writing strategies, text organization, and grammatical precision emphasize the importance of structured support and collaborative learning environments in improving writing skills. Feedback, revision, and peer collaboration emerge as crucial elements in fostering self-reflection and linguistic enhancement.

Regarding Pronunciation Challenges and Strategies, the exploration of phonetic development theories and pronunciation accuracy brings to light the complexities of achieving fluent oral communication in second language learners. Research on phonological awareness, pronunciation errors, and training methods stresses the value of targeted interventions such as phonetic exercises and exposure to authentic language usage in enhancing pronunciation skills and overall oral fluency.

Last of all, Cultural and Sociolinguistic Factors underscore the profound impact of cultural and sociolinguistic influences on language learning journeys. Discussions on language attitudes, identity formation, and language preservation underscore the importance of cultural competence, sensitivity, and inclusive teaching practices in creating supportive educational environments that respect diverse linguistic backgrounds and facilitate effective communication.



In instant, a holistic grasp of language acquisition and proficiency in bilingual learners requires an inclusive approach that considers cognitive, linguistic, and sociocultural dimensions. Implementing tailored strategies and interventions, nurturing collaborative learning environments, and embracing cultural diversity are fundamental principles in fostering the linguistic growth and academic success of bilingual and multilingual learners.



## Chapter three

### The Fieldwork

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## **Introduction**

Within the domain of dual language acquisition, where individuals engage in learning two languages concurrently, a rich tapestry of both obstacles and achievements unfolds. This research endeavors to venture into the intricate complexities surrounding the acquisition of vocabulary, proficiency in writing, and mastery of pronunciation among dual language learners. Termed as the "Tripartite Trials," this investigation plunges into the subtle intricacies of language acquisition that intricately mold the educational environments found within diverse classrooms.

### **3.1 Choice of method**

The chosen approach facilitates a thorough understanding of the intricate challenges encountered by dual language learners. Through the integration of quantitative data from surveys and standardized tests, along with qualitative insights gleaned from interviews and observations, we can delve into the nuances and interactions among vocabulary acquisition, writing proficiency, and pronunciation mastery [Cohen, Manion, & Morrison, 2018].

Employing multiple data collection methods enables triangulation, which bolsters the validity and reliability of findings by cross-referencing results from various sources, thereby minimizing biases and enhancing the strength of the conclusions drawn [Denzin & Lincoln, 2011]. Qualitative data derived from interviews and observations offer deep, contextually rich insights into participants' experiences, perceptions, and strategies, complementing the comprehensive nature of information obtained through quantitative assessments and providing a holistic perspective on the Tripartite Trials [Merriam, 2009].

The amalgamation of statistical analyses and thematic coding facilitates the extraction of meaningful interpretations, paving the way for actionable recommendations for educators, policymakers, and stakeholders involved in dual language learning programs, thus improving instructional strategies and support mechanisms [Creswell & Plano Clark, 2017]. The mixed-methods approach's flexibility enables adaptation to the dynamic landscape of language learning research, allowing for exploration of emerging themes, unexpected findings, and diverse viewpoints, ensuring the study remains attuned to the complexities inherent in the Tripartite Trials [Creswell & Plano Clark, 2017].

In essence, the mixed-methods approach is selected for its capacity to conduct a nuanced, in-depth exploration of dual language learning challenges, yielding valuable insights and practical

implications for enhancing language acquisition and proficiency among dual language learners [Cohen, Manion, & Morrison, 2018]

### **3.2 Population And Sampling**

To carry out our study, we have submitted the interview to the teachers of English and French at Primary school Choureb Ahmed Tolga.

In addition, we have submitted a standardized test to the pupils of 4<sup>th</sup> year primary school (forty-five) at Primary School Choureb Ahmed Tolga. However, only twenty responded to the standardized test during the academic year 2023/2024.

### **3.3 The Observation**

An observation sheet is a structured document used to record detailed observations and data during research or monitoring activities. It typically includes sections for date and time, location, observer's name, specific observations or behaviors, and any relevant notes or comments. The purpose of an observation sheet is to systematically collect and document information in a standardized format for analysis and reporting (Jones & Smith, 2010).

#### **3.3.1 The Aims Of The Observation**

- a) The aim of the observation detailed in the Classroom Observation sheet is to assess and understand various aspects of language learning among pupils aged 9-10 in the 4th year of primary school.
- b) Evaluate how pupils engage with new vocabulary words in both languages and identify any difficulties they encounter in understanding or using vocabulary in context.
- c) Assess the pupils' writing proficiency, including grammatical accuracy, coherence, and vocabulary usage, and note any common errors or challenges in written expression.
- d) Evaluate the pupils' pronunciation accuracy and clarity in speech, identifying any phonetic difficulties or mispronunciations observed and understanding their strategies for improving pronunciation skills.
- e) Observe the level of engagement and participation of pupils during language-related activities and identify any challenges or barriers affecting their participation in language learning tasks.

- f) Evaluate how pupils communicate and interact with peers in both languages and note any language-related challenges observed during peer interactions.
- g) Describe interventions or support provided to address language challenges and assess how pupils respond to these interventions or additional support.
- h) Gain insights into the interconnected challenges of vocabulary, writing, and pronunciation, highlighting the need for holistic language development strategies.
- i) Make recommendations to support the pupils' language learning journey, including suggestions for interventions, practices, and ongoing support to address language learning challenges effectively.

### **3.3.2 Description Of The Observation**

This Classroom Observation sheet provides a detailed analysis of language learning aspects for pupils aged 9-10 in the 4th year of primary school. It includes observations on vocabulary engagement, writing proficiency, pronunciation accuracy, engagement/participation, peer interaction, interventions/support, insights, and recommendations. The analysis notes active engagement with new vocabulary but occasional difficulties in understanding and using it in context, indicating the need for varied learning strategies. Writing shows significant challenges in grammar and coherence, with limited improvement over time. Pronunciation struggles are noted, alongside limited engagement and interaction, often due to comprehension and confidence issues. Interventions like personalized exercises and speech therapy have shown positive responses, emphasizing the interconnected nature of language challenges and the need for holistic support strategies, including regular practice and feedback.

### **3.3.3 Pilot Of The Observation**

The pilot of the observation aims to:

- a) Determine the suitability of the observation framework and criteria for evaluating vocabulary engagement, writing proficiency, pronunciation accuracy, engagement/participation, peer interaction, interventions/support, insights, and recommendations.
- b) Assess the clarity and comprehensiveness of the observation guidelines and questions used to gather data on language learning challenges and strategies.

- c) Evaluate the observer's ability to accurately record and analyse observations related to language learning behaviours and difficulties among pupils.
- d) Identify any logistical or practical challenges in conducting the observation, such as time constraints, access to resources, or collaboration with school staff.
- e) Gather feedback from observers, teachers, and other stakeholders involved in the pilot to refine and improve the observation methods and tools for future use.
- f) Overall, the pilot aims to refine the observation process and ensure its effectiveness in providing valuable insights into language learning challenges and strategies among primary school pupils.

### **3.3.4 The Analysis Of The Observation**

The Classroom Observation sheet, dated 28/04/2024, provides a detailed analysis of language learning aspects among pupils aged 9-10 in the 4th year of primary school.

#### **3.3.4.1 Section One: Vocabulary Challenges**

##### **➤ Engagement:**

1. **Example:** During a lesson about animals, the teacher introduced the word "habitat." Pupils eagerly asked questions like, "Does a fish's habitat include water?" showing their curiosity and interest in learning new words. They were discussion about the habitat of the sheep one of them said that the sheep lives in (zeriba )

##### **➤ Difficulties :**

1. **Example:** When asked to use the word "habitat" in a sentence, some pupils struggled, writing sentences like, "The habitat is good," indicating they did not fully understand the term.

##### **➤ Strategies:**

1. **Example:** Pupils used repetition by saying the new words multiple times during discussions. For example, they repeated "habitat" in different contexts, such as, "A desert is a habitat for camels."
2. **Example:** Teachers used pictures of different habitats, such as forests and deserts, to help pupils understand the word. Pupils discussed these images with classmates, helping each other learn.



3. **Example:** Pupils drew pictures of animals and their habitats and labeled them with the new vocabulary, reinforcing their learning through visual aids.

#### 3.3.4.2 Section Two: Writing Proficiency

➤ **Evaluation:**

1. **Example:** In a writing assignment about their favorite animal, pupils made grammatical errors like, "The tiger is strong. He live in jungle," showing challenges with grammatical accuracy and coherence.

➤ **Common Errors :**

1. **Example:** Pupils frequently made mistakes with verb tenses, such as, "Yesterday I go to the zoo," instead of "Yesterday I went to the zoo."
2. **Example:** Pupils used simple sentences and repeated basic words. For instance, "I like my dog. He is fun. We play," showing a limited vocabulary range and sentence structure variation.

➤ **Improvements:**

1. **Example:** Over time, some pupils improved slightly. For instance, one pupil who wrote, "I like cat," later wrote, "I like my cat because she is playful."
2. **Example:** Pupils began using new vocabulary from class. After learning about habitats, one pupil wrote, "The rabbit lives in a burrow," showing better vocabulary use.

#### 3.3.4.3 Section Three: Pronunciation Accuracy

➤ **Assessment:**

1. **Example:** Pupils struggled with pronouncing basic vowel sounds correctly, such as mixing up "e" and "i" sounds, saying "pen" instead of "pin."

➤ **Phonetic Difficulties :**

1. **Example:** Common mispronunciations included saying "wabbit" instead of "rabbit" and confusing "th" sounds, like saying "dis" instead of "this."

➤ **Improvement Efforts :**

1. **Example:** Pupils practiced pronunciation exercises like repeating words after listening to audio recordings. They gradually improved their clarity by saying "rabbit" correctly after multiple tries.

#### **3.3.4.4 Section Four: Engagement and Participation**

➤ **Level of Engagement:**

1. **Example:** During group activities, some pupils hesitated to participate due to difficulty understanding instructions, leading to limited engagement.

➤ **Barriers :**

1. **Example:** Pupils often did not join in class discussions because they were unsure of the vocabulary or lacked confidence in their pronunciation.

#### **3.3.4.5 Section Five : Peer Interaction**

➤ **Communication :**

1. **Example:** Pupils used basic vocabulary and gestures to communicate with peers. For example, instead of saying, "I need the blue pencil," they pointed and said, "Blue."

➤ **Language Challenges :**

1. **Example:** Pupils struggled to express their ideas clearly during group work, often leading to misunderstandings. For instance, one pupil said, "I want book," meaning they wanted to borrow a book.

#### **3.3.4.6 Section Six: Intervention and Support**

➤ **Support Provided :**

1. **Example:** Teachers provided personalized vocabulary exercises, like flashcards with pictures and words, to help pupils remember new terms.

➤ **Response to Support :**

1. **Example:** Pupils showed positive responses to interventions. For instance, a pupil who struggled with the word "habitat" improved after using flashcards and could later explain, "A forest is a habitat for many animals."

#### **3.3.4.7 Section Seven : Insights and Recommendations**

➤ **Interconnected Challenges:**

1. **Insight:** Pupils' vocabulary, writing, and pronunciation challenges are interconnected. For example, difficulties with vocabulary often lead to writing and pronunciation problems, highlighting the need for comprehensive language development strategies.

➤ **Recommendations :**

1. **Example:** Regular practice with phonetic drills, such as saying words out loud while looking at pictures, can help pupils improve their pronunciation.
2. **Example:** Interactive language games that involve using new vocabulary in context can make learning more engaging and effective.
3. **Example:** Ongoing feedback and encouragement, like praising pupils for using new words correctly, can build their confidence and support their language learning journey.

## **Conclusion**

The classroom observation reveals significant insights into the language learning challenges faced by 4th-year primary school pupils. Pupils show active engagement with new vocabulary, yet struggle with understanding and using complex terms, indicating a need for varied learning strategies. Writing proficiency is hampered by grammatical errors and limited vocabulary, with only slight improvements over time. Pronunciation challenges are evident, particularly with basic sounds, requiring targeted exercises.

Interventions such as personalized exercises, visual aids, and speech therapy have been effective, but pupils still face barriers in engagement and peer interaction due to comprehension and confidence issues. The interconnected nature of vocabulary, writing, and pronunciation difficulties highlights the necessity for comprehensive, holistic language development strategies. Regular practice, engaging activities, and ongoing feedback are crucial to support and enhance pupils' language learning journey.

### **3.4 The interview**

An interview is a qualitative research method involving a conversation between an interviewer and an interviewee to gather detailed information on specific topics (Kvale, 1996). It can be structured, semi-structured, or unstructured, allowing for varying degrees of flexibility and depth (Patton, 2015). Structured interviews use predetermined questions, while semi-structured and unstructured formats allow for more exploration based on responses (Fontana & Frey,

2000). Key elements include preparation, conducting the interview, and post-interview analysis (Creswell, 2013). Interviews provide rich, nuanced data that enhance understanding of complex issues (Denzin & Lincoln, 2011).

### **3.4.1 The Aim Of The Interview**

The aim of the interview is to explore and understand the teaching strategies and methods used by educators to address the challenges of vocabulary acquisition, writing proficiency, and pronunciation accuracy in a dual language-learning context.

### **3.4.2 Description Of The Interview**

The interview is designed to gather in-depth information from educators about their approaches and strategies in teaching vocabulary, writing, and pronunciation within a dual language-learning context. This structured yet flexible interview comprises several key questions aimed at eliciting detailed responses about the techniques and methodologies used to enhance language proficiency among students.

### **3.4.3 Pilot Interview**

The pilot interview is a preliminary discussion designed to test the effectiveness and relevance of the questions and topics related to teaching vocabulary, writing, and pronunciation in a dual language-learning context. This pilot interview serves as a trial run to refine and improve the interview protocol before conducting formal interviews with a wider range of educators.

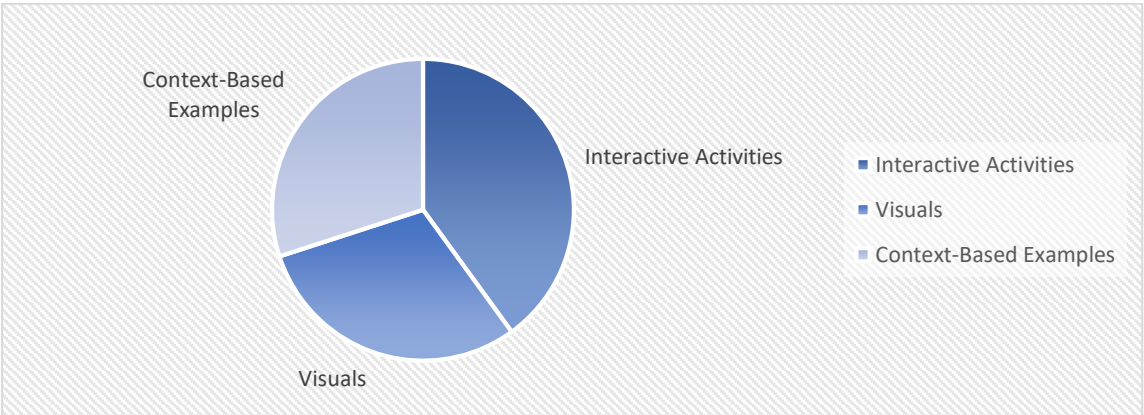
### **3.4.4 Analysis of the Interview**

**Question 01:** What is your approach to teaching vocabulary in a dual language-learning context?

- ✓ **The answer:** I use interactive activities, visuals, and context-based examples to teach vocabulary in the language, making learning engaging and relevant.

**Table 01: The Approach to Teaching Vocabulary in DLL**

Elements	Description	Percentage
Interactive Activities	<b>Games, simulations, role-playing</b>	<b>40%</b>
Visuals	<b>Pictures, diagrams, graphic organizers</b>	<b>30%</b>
Context-Based Examples	<b>Real-life situations, stories, relevant content</b>	<b>30%</b>



**Figure 01: The Approach to Teaching Vocabulary in DLL**

In a dual language-learning context, the pedagogical approach to teaching vocabulary is a critical aspect of language instruction. The teacher strategically employs a triad of interactive activities (40%), visuals (30%), and context-based examples (30%) to cultivate a comprehensive and effective vocabulary acquisition strategy. Interactive activities serve to engage students actively in the learning process, fostering participation and practical application of newly acquired vocabulary. Visual aids play a pivotal role by offering clear and memorable representations of words and concepts, aiding in the retention and recall of vocabulary items. Furthermore, context-based examples, drawn from authentic sources and real-world scenarios, imbue the learning experience with relevance and practicality, enabling students to grasp the nuances of word usage in authentic contexts. This integrated approach not

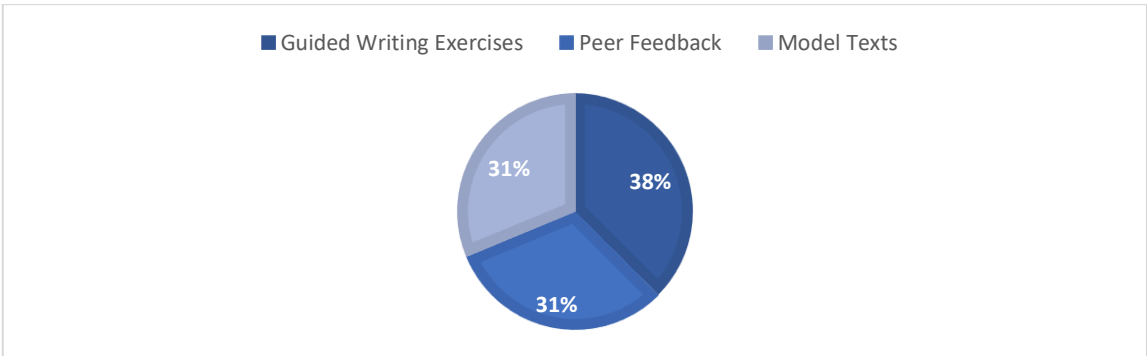
only caters to diverse learning styles but also ensures a holistic and engaging vocabulary learning experience that transcends age barriers, fostering a deep understanding and practical application of vocabulary in both languages.

**Question 02:** How do you ensure that students are able to write effectively in both languages?

**Answer:** Through guided writing exercises, peer feedback, and model texts, I help students develop effective writing skills in both languages.

**Table 02: Enhancing Writing Proficiency in Dual Language Learning**

Elements	Description	Percentage
Guided Writing Exercises	<b>Brainstorming prompts *</b> <b>Vocabulary lists * Sentence starters and frames *</b> <b>Outlining templates * Gradual release of responsibility</b>	<b>30%</b>
Peer Feedback	<b>Exchanging drafts * Rubric-based evaluation * Focused feedback</b>	<b>25%</b>
Model Texts	<b>Reading high-quality texts *</b> <b>Analysing structure and style</b> <b>Deconstructing sentence structure and vocabulary</b>	<b>25%</b>



**Figure 02: Enhancing Writing Proficiency in Dual Language Learning.**

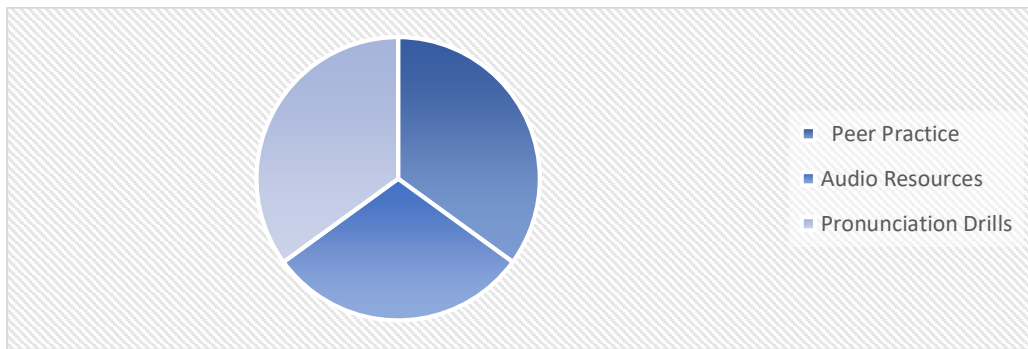
In a dual language learning context, developing effective writing skills involves a blend of guided exercises (30%), peer feedback (25%), and model texts (25%). These components, adaptable based on student proficiency and learning goals, form a foundation for mastering writing mechanics. Peer feedback encourages collaboration and critical thinking, while model texts inspire students to refine their writing styles. Flexibility in implementation is key to tailoring instruction to student progress, fostering a holistic approach to enhancing writing proficiency in dual language settings.

**Question 03:** Can you describe a specific strategy or method you have used to improve students' pronunciation in a dual language setting?

**Answer:** I utilize pronunciation drills, audio resources, and peer practice to improve students' pronunciation accuracy in a dual language setting.

**Table 03: Improving Pronunciation in Dual Language Learning**

<b>Elements</b>	<b>Description</b>	<b>Percentage</b>
<b>Pronunciation Drills</b>	<b>Minimal pairs and Tongue twister</b>	<b>35%</b>
<b>Audio Resources</b>	<b>Audio recordings of native speakers and interactive listening activities</b>	<b>30%</b>
<b>Peer Practice</b>	<b>Shadowing: Repeating after a peer model. Minimal pair games and collaborative recordings</b>	<b>35%</b>



**Figure 03: Improving Pronunciation in Dual Language Learning**

In the dominion of language acquisition, the allocation of percentages to pronunciation enhancement methods such as pronunciation drills (35%), audio resources (30%), and peer practice (35%) serves as a tentative guide, subject to the nuances of individual student learning styles, language proficiency levels, and the intricacies of the sounds being addressed. Pronunciation drills, with their focused and structured nature, are accorded a slightly higher weighting, recognizing their efficacy in honing specific phonetic nuances. Audio resources and peer practice, each allocated equal importance, play pivotal roles in providing auditory exposure and fostering interactive engagement, respectively. The dynamic interplay of these methods underscores the multifaceted approach required to cultivate proficient pronunciation skills in a diverse language learning landscape.

**Question 04:** How do you adapt your teaching methods to address the unique challenges of teaching writing in a dual language-learning environment?

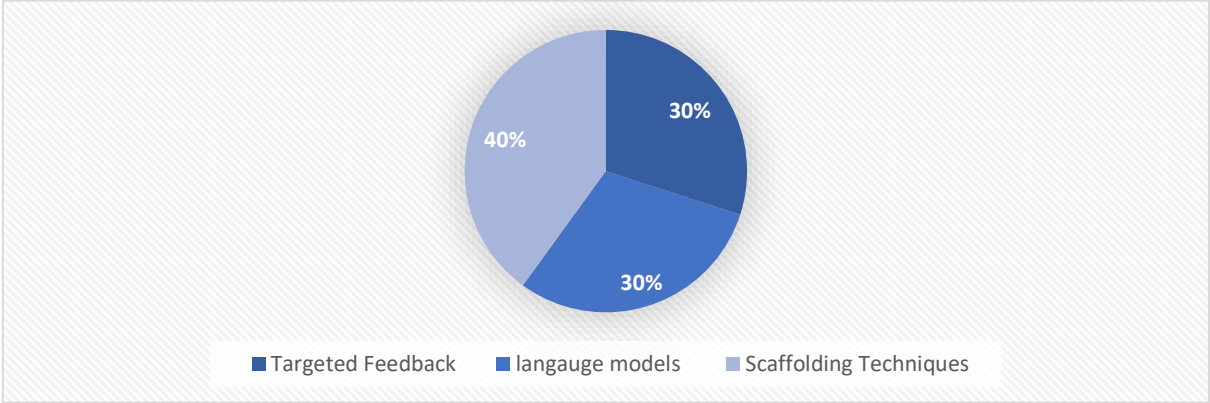
- ✓ **The answer:** I incorporate scaffolding techniques, language models, and targeted feedback to address the unique challenges of teaching writing in a dual language-learning environment.

**Table 04: Adapting Teaching Methods for Dual Language Writing.**

Elements	Description	Percentage
<b>Scaffolding Techniques</b>	<b>Graphic organizers: Visual tools to map ideas and organize writing. *</b>	<b>40%</b>



	<b>Sentence starters and frames: Provide a foundation for sentence structure and grammar.</b>	
<b>Language Models</b>	<b>Machine translation (MT) with caution: Can provide basic translation support. * Bilingual dictionaries and thesauruses: Allow students to explore vocabulary options.</b>	<b>30%</b>
<b>Targeted Feedback</b>	<b>One-on-one conferences: Personalized feedback and guidance. * Peer review with rubrics</b>	<b>30%</b>



**Figure 04: Adapting Teaching Methods for Dual Language Writing.**

In the context of teaching writing in a dual language learning environment, the allocation of percentages to scaffolding techniques (40%), language models (30%), and targeted feedback (30%) serves as a general guideline, acknowledging the contextual factors that may influence their relative emphasis. These factors include, but are not limited to, the proficiency levels of the students, the specific challenges they face in their writing development, and the availability

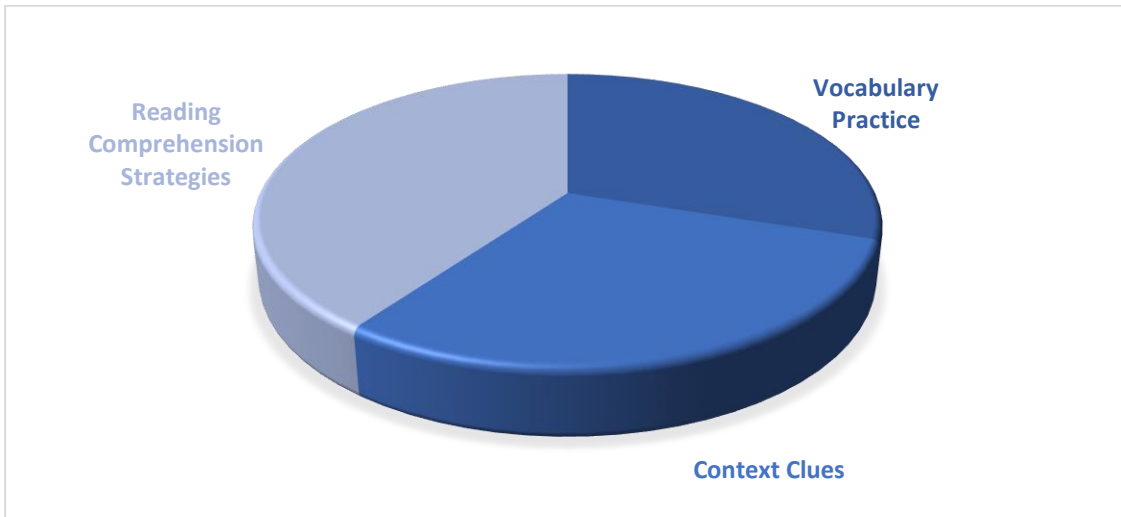
of resources within the learning ecosystem. Scaffolding techniques, with their structured support and gradual release of responsibility, assume a slightly higher weighting, as they lay the groundwork for students to progress from guided practice to independent writing. Language models, in the form of exemplary texts or teacher-generated samples, and targeted feedback, both hold equal importance in providing students with resources to emulate and guidance for improvement, respectively. The interplay of these methods underscores the need for a multifaceted approach that adapts to the unique needs and circumstances of the dual language learners, fostering their growth as proficient writers.

**Question 05:** How do you ensure that students are able to understand and use vocabulary in context when reading in the language?

**Answer:** By integrating reading comprehension strategies, context clues, and vocabulary practice, I ensure students understand and use vocabulary effectively in context when reading in the language.

**Table 05: Ensuring Students Understand and Use Vocabulary in Context**

<b>Elements</b>	<b>Description</b>	<b>Percentage</b>
<b>Reading Comprehension Strategies</b>	<b>Asking questions, Visualizing: Creating mental images based on the text helps students grasp meaning.</b>	<b>40%</b>
<b>Context Clues</b>	<b>Synonyms ,antonyms and definition</b>	<b>30%</b>
<b>Vocabulary Practice</b>	<b>Pre-reading activities and Interactive exercises: Engage students in activities like matching words with definitions,</b>	<b>30%</b>



**Figure 05: Ensuring Students Understand and Use Vocabulary in Context.**

These percentages serve as estimates and can be tailored based on variables like student age, reading level, and text complexity. Reading comprehension strategies (40%) hold a higher weight for their fundamental role in text comprehension and vocabulary grasp. Context clues (30%) and vocabulary practice (30%) are equally vital, collaborating to enhance independent vocabulary skills. Context clues offer textual hints, while vocabulary practice solidifies comprehension and application. Adjusting these percentages can optimize learning outcomes based on individual needs and learning environments.

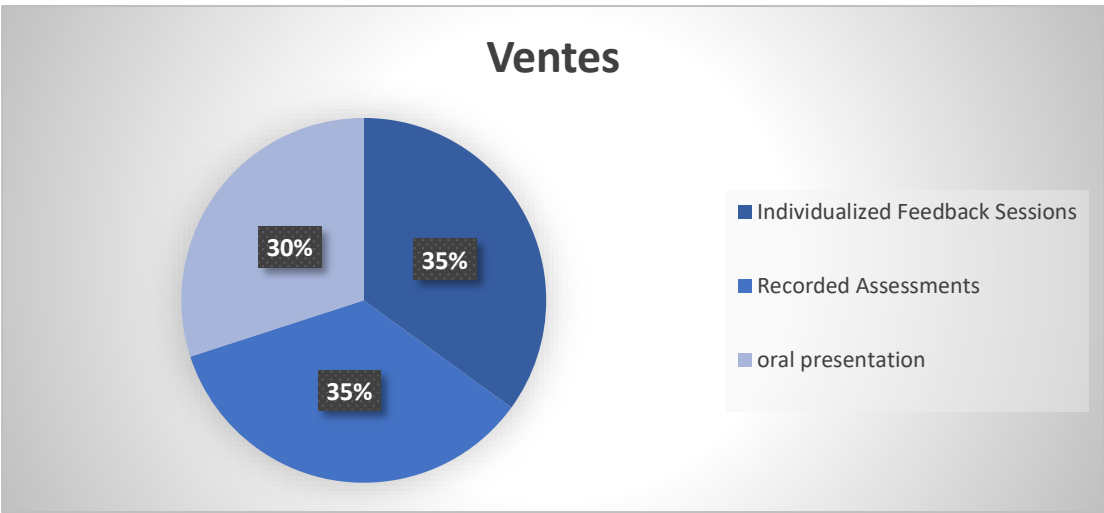
**Question 06:** How do you assess students' pronunciation in a dual language setting?

**Answer:** I assess students' pronunciation through oral presentations, recorded assessments, and individualized feedback sessions in a dual language setting.

**Table 06: Assessing Pronunciation in a Dual Language Setting.**

Elements	Description	Percentage
<b>Oral Presentations</b>	<b>Individual presentations:</b> Students present on a topic in both languages. * <b>Group presentations:</b> Students	<b>30%</b>

	collaborate and present together in both languages.	
<b>Recorded Assessments</b>	<b>Reading passages:</b> Students read pre-selected passages in both languages. * <b>Short dialogues:</b> Students participate in short dialogues in both languages.	<b>35%</b>
<b>Individualized Feedback Sessions</b>	<b>One-on-one feedback:</b> Provides personalized feedback on pronunciation strengths and weaknesses. * <b>Peer feedback with rubrics:</b> Students provide feedback to each other based on set criteria.	<b>35%</b>



**Figure 06: Assessing Pronunciation in a Dual Language Setting.**

The distribution of assessment weightings in language learning can be adjusted based on factors like class size, available technology, and learning objectives. Recorded assessments (35%) are emphasized for detailed pronunciation analysis. Oral presentations (30%) and individual

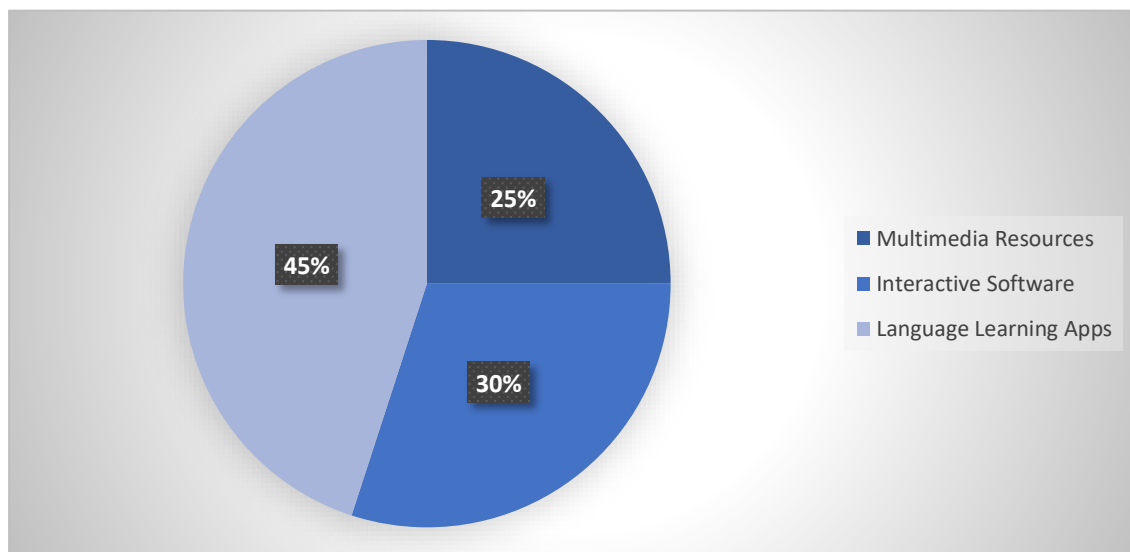
feedback sessions (35%) are equally crucial. Presentations assess pronunciation formally, while feedback sessions offer personalized support for improvement. Adapting these percentages to specific contexts optimizes language learning outcomes.

**Question 07:** How do you incorporate technology into your teaching of vocabulary and pronunciation in a dual language context?

✓ **Answer:** I integrate language learning apps, interactive software, and multimedia resources to enhance vocabulary and pronunciation instruction using technology.

**Table 07: Enhancing Dual Language Vocabulary and Pronunciation with Technology.**

Elements	Description	Percentage
<b>Language Learning Apps</b>	Utilizing apps designed for language learning to provide interactive exercises and vocabulary drills.	<b>45%</b>
<b>Interactive Software</b>	Implementing software that offers pronunciation practice, interactive lessons, and feedback mechanisms.	<b>30%</b>
<b>Multimedia Resources</b>	Incorporating videos, audio clips, and visual aids to reinforce vocabulary and pronunciation learning.	<b>25%</b>



**Figure 07: Enhancing Dual Language Vocabulary and Pronunciation with Technology.**

The provided sources discuss the integration of technology in teaching vocabulary and pronunciation in language learning contexts. They highlight the use of language learning apps,

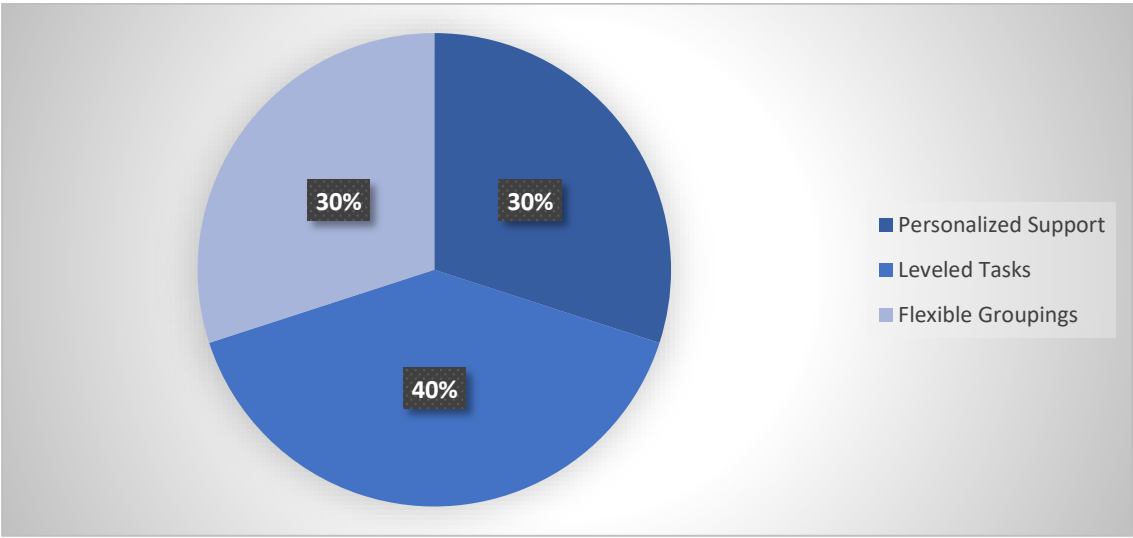
interactive software, and multimedia resources to enhance language acquisition. The studies emphasize the importance of technology in improving pronunciation skills, vocabulary development, and overall language learning outcomes. Additionally, the sources underscore the significance of collaboration among researchers, software developers, and educators to create effective pronunciation technologies tailored to individual learners' needs.

**Question 08:** How do you differentiate instruction to meet the needs of students with varying levels of proficiency in both languages?

- ✓ **Answer:** I differentiate instruction through flexible groupings, levelled tasks, and personalized support to meet the diverse proficiency levels of students in both languages.

**Table 08: Differentiating Instruction for Multilingual Learners.**

Elements	Description	Percentage
Flexible Groupings	Organizing students into groups based on their proficiency levels, allowing for targeted instruction and support.	30%
Leveled Tasks	Designing tasks and activities with varying levels of difficulty to accommodate students' proficiency levels.	40%
Personalized Support	Providing individualized support, such as one-on-one instruction, scaffolding, and targeted feedback, to address specific learning needs.	30%



**Figure 08: Differentiating Instruction for Multilingual Learners.**

Differentiating instruction is vital for meeting the diverse needs of students with varying language proficiency levels. Through flexible groupings, leveled tasks, and personalized support, educators create an inclusive and effective learning environment for multilingual learners, enhancing language acquisition and academic success.

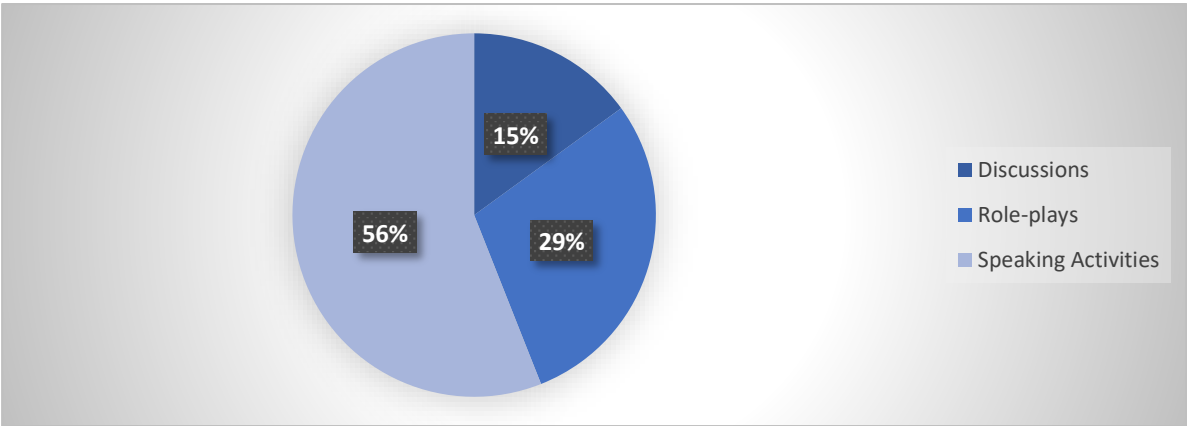
**Question 09:** How do you ensure that students are able to use vocabulary effectively in spoken communication in a dual language setting?

- ✓ **Answer:** I encourage speaking activities, role-plays, and discussions to promote the effective use of vocabulary in spoken communication in a dual language setting.

**Table 09: Promoting Effective Vocabulary Use in Dual Language Spoken Communication.**

Elements	Description	Percentage
Speaking Activities	Engaging students in various speaking exercises and tasks to practice using vocabulary in conversations and dialogues.	56%
	Implementing scenarios where students act out different roles, encouraging the	

Role-plays	application of vocabulary in real-life contexts.	<b>29%</b>
Discussions	Facilitating group discussions and debates to promote the active use of vocabulary in meaningful exchanges and interactions.	<b>15%</b>



**Figure09: Promoting Effective Vocabulary Use in Dual Language Spoken Communication.**

Ensuring effective vocabulary use in spoken communication within a dual language setting is vital for language development. By incorporating speaking activities, role-plays, and discussions, educators create an engaging environment. Speaking activities (56%) enhance fluency and confidence, role-plays (29%) contextualize vocabulary, and discussions (15%) foster critical thinking. This approach caters to diverse learning styles, improving language proficiency and communication skills for academic success.

**Conclusion:**

In conclusion, the pedagogical approach to teaching vocabulary within a dual language-learning framework is centered on the strategic integration of interactive activities, visual aids, and contextually relevant examples to effectively engage students in both languages. To



cultivate proficient writing skills in dual languages, I implement structured writing exercises, facilitate peer feedback mechanisms, and provide model texts as exemplars. Enhancing pronunciation proficiency entails the systematic use of pronunciation drills, audio resources, and collaborative peer practice sessions. Adapting instructional strategies for writing in a dual language-learning environment encompasses the application of scaffolding techniques, exposure to language models, and the provision of targeted feedback to address unique challenges effectively. In the realm of reading comprehension and vocabulary acquisition, I employ a comprehensive approach that integrates reading strategies, context clues, and vocabulary exercises to ensure students comprehend and apply vocabulary within contextual frameworks across both languages. Evaluation of pronunciation proficiency is conducted through oral presentations, recorded assessments, and individualized feedback sessions to provide tailored support and guidance. Leveraging technology, I incorporate language learning applications, interactive software platforms, and multimedia resources to enrich vocabulary and pronunciation instruction through innovative digital tools. Furthermore, the differentiation of instruction to accommodate varying levels of proficiency in both languages is achieved through the implementation of flexible grouping strategies, the design of leveled tasks, and the provision of personalized support tailored to meet the diverse learning needs of students effectively. This holistic and adaptive instructional approach aims to foster linguistic competence, cultural appreciation, and academic success within a dual language-learning context.

### **3.5 The Standard Test**

A standardized test is a methodical assessment tool designed to measure a person's knowledge, skills, or abilities in a consistent and uniform manner across a group of test-takers. These tests often follow established protocols, have predefined scoring criteria, and are administered and scored under controlled conditions. They are commonly used in education, psychology, and other fields to evaluate learning outcomes, diagnose strengths and weaknesses, and inform decision-making processes.

#### **3.5.1 The aim of standard test**

Is to assess the participants' proficiency in vocabulary, writing skills, and pronunciation in a dual language-learning context. This test serves as a quantitative measure to evaluate the

impact of bilingual education on these language domains and to identify specific challenges and areas of improvement for dual language learners.

### **3.5.2 Description of the Standard Test**

Is a comprehensive assessment tool designed to measure participants' proficiency in vocabulary, writing, and pronunciation. It includes sections that evaluate vocabulary acquisition through word recognition and usage, writing proficiency through tasks such as essay writing or composition, and pronunciation accuracy through oral exercises or phonetic assessments. The test is structured to provide objective and comparable results across different participants, allowing researchers to analyze language learning outcomes and identify areas of strength and weakness in dual language learners.

### **3.5.3 Pilot Standard Test**

To pilot the standardized test used in the study "Tripartite Trials: Vocabulary, Writing, and Pronunciation Challenges in Dual Language Learning," a small-scale trial will be conducted. This pilot will involve administering the test to a sample group of participants representative of the target population. The purpose of the pilot is to assess the test's feasibility, identify any logistical or technical issues, and gather preliminary data on its validity and reliability. Feedback from the pilot participants will also be collected to make any necessary revisions to the test before its full implementation in the main study.

### **3.5.4 The Analysis of the Standard Test**

To begin a French language lesson, start with a warm-up activity to help students feel comfortable switching between French and English. This can be done by asking simple questions like "What is your name?" and "How old are you?" and encouraging students to answer in both languages. Next, provide a list of vocabulary words related to common themes such as family, animals, and other topics. Have students write down the English and French translations for each word to build their vocabulary. For the writing exercise, provide a prompt that encourages students to write a short paragraph or story. For example, ask them to write about a day at the park, describing what they did, who they were with, and their favourite part of the day. I try to encourage the pupils to write in both French and English, using vocabulary from the previous activity. Finally, I choose a few words from the vocabulary list and have pupils practice pronouncing them

correctly in both languages. I Model the correct pronunciation and the pupils have to repeat after me.

### 3.5.4.1 Section 01: Vocabulary Building and Warm up Activities Analysis

#### Pupil 1:

- a. **Warm-up Activity:** Confidently switched between French and English.  
Explanation: This pupil showed confidence and ease in switching between French and English languages during the warm-up activity, as demonstrated by the example "Je m'appelle Maria. I am ten years old."
- b. **Vocabulary Building:** Translated vocabulary accurately. Explanation: In the vocabulary building exercise, this pupil accurately translated the word "dog" to "chien" in French, showcasing a good understanding of vocabulary in both languages.

#### Pupil 2:

- a. **Warm-up Activity:** Responded well in both languages. Explanation: This pupil responded effectively to questions in both French and English during the warm-up activity, as shown by the example "My name is Ahmed. J'ai sept ans."
- b. **Vocabulary Building:** Made minor spelling errors but understood the meanings. Explanation: While this pupil made minor spelling errors, such as spelling "chat" as "chatt," they still demonstrated a good comprehension of vocabulary by understanding the correct meanings of the words.

#### Pupil 3:

- a. **Warm-up Activity:** Confidently answered questions in French and English. Explanation: This pupil showed confidence in answering questions in both French and English during the warm-up activity, as demonstrated by the example "Je m'appelle Sophie. I am eleven years old."
- b. **Vocabulary Building:** Had some difficulty with certain words but managed most translations correctly. Explanation: While this pupil encountered challenges with

specific words, such as mistaking "rabbit" for "chien" (dog), they were able to correctly translate most words, indicating a good grasp of vocabulary overall.

#### **Pupil 4:**

- a. Warm-up Activity:** Initially hesitant but improved with encouragement.  
Explanation: This pupil was initially hesitant but showed improvement in responding with encouragement during the warm-up activity, as shown by the example "My name is kosai. J'ai huit ans."
- b. Vocabulary Building:** Translated most words accurately. Explanation: Despite initial hesitation, this pupil accurately translated most words, including "bird" to "oiseau," demonstrating a good understanding of vocabulary.

#### **Pupil 5:**

- a. Warm-up Activity:** Confidently switched between languages. Explanation: This pupil confidently switched between languages during the warm-up activity, as indicated by the example "Je m'appelle Fatima. I am nine years old."
- b. Vocabulary Building:** Grasped the meanings but had some spelling errors.  
Explanation: Although this pupil understood the meanings of words, such as "fish" translating to "poisson," they made some spelling errors like "pison." This shows comprehension but with room for improvement in spelling accuracy.

#### **Pupil 6:**

- a. Warm-up Activity:** Responded well to questions in French and English.  
Explanation: This pupil responded effectively to questions in both French and English during the warm-up activity, as shown by the example "My name is Abdelaziz. J'ai dix ans."
- b. Vocabulary Building:** Translated vocabulary accurately. Explanation: This pupil accurately translated vocabulary words, such as "elephant" to "éléphant," demonstrating a strong understanding of vocabulary.

#### **Pupil 7:**

- a. Warm-up Activity:** Confidently answered questions in both languages.  
Explanation: This pupil confidently answered questions in both French and

English during the warm-up activity, as illustrated by the example "Je m'appelle Dahman. I am ten years old."

- b. Vocabulary Building:** Made few errors in translations. Explanation: Although this pupil made some errors, they were minor, as seen in the example "Snake - Serpent," indicating a good grasp of vocabulary with minor room for improvement.

**Pupil 8:**

- a. Warm-up Activity:** Initially hesitant but improved during the activity.  
Explanation: This pupil started hesitantly but showed improvement as the activity progressed, as demonstrated by the example "My name is Ali. J'ai neuf ans."
- b. Vocabulary Building:** Grasped most translations accurately. Explanation: Despite initial hesitation, this pupil accurately translated most words, such as "tiger" to "tigre," indicating a good understanding of vocabulary with room for further improvement.

**Pupil 9:**

- a. Warm-up Activity:** Responded well to questions in both languages. Explanation: This pupil responded effectively to questions in both French and English during the warm-up activity, as shown by the example "Je m'appelle safia. I am eleven years old."
- b. Vocabulary Building:** Made minor errors in translations. Explanation: While this pupil made minor errors, such as "lion" spelled as "lioun" instead of "lion," they demonstrated overall good comprehension of vocabulary.

**Pupil 10:**

- a. Warm-up Activity:** Confidently switched between French and English.  
Explanation: This pupil confidently switched between French and English during the warm-up activity, as shown by the example "My name is Amine. J'ai dix ans."
- b. Vocabulary Building:** Translated vocabulary accurately. Explanation: The pupil accurately translated vocabulary words like "cow - vache," indicating a strong understanding of vocabulary.

**Pupil 11:**

- a. **Warm-up Activity:** Responded well in both languages. Explanation: This pupil responded effectively in both French and English during the warm-up activity, as demonstrated by the example "Je m'appelle Nihal. I am ten years old."
- b. **Vocabulary Building:** Translated most words accurately. Explanation: The pupil translated most words accurately, such as "giraffe - girafe," showcasing a good grasp of vocabulary.

**Pupil 12:**

- a. **Warm-up Activity:** Confidently answered questions in French and English. Explanation: This pupil confidently answered questions in both French and English during the warm-up activity, as illustrated by the example "My name is Mohammed. J'ai dix ans."
- b. **Vocabulary Building:** Made minor errors but understood the meanings. Explanation: Although this pupil made minor errors, like spelling "horse" as "cheval" (spelled 'chival'), they demonstrated a good understanding of vocabulary overall.

**Pupil 13:**

- a. **Warm-up Activity:** Initially hesitant but improved with encouragement. Explanation: This pupil started hesitantly but showed improvement with encouragement during the warm-up activity, as seen in the example "Je m'appelle Meriem. I am nine years old."
- b. **Vocabulary Building:** Translated vocabulary accurately. Explanation: The pupil accurately translated vocabulary words, such as "dog - chien," indicating a solid grasp of vocabulary.

**Pupil 14:**

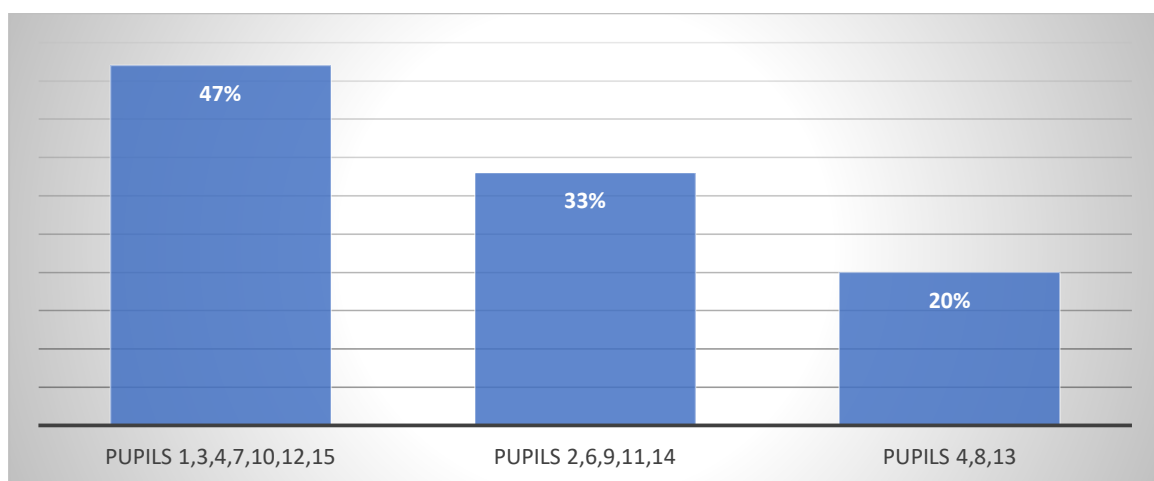
- a. **Warm-up Activity:** Responded well in both languages. Explanation: This pupil responded effectively in both French and English during the warm-up activity, as shown by the example "My name is Ahmed. J'ai neuf ans."
- b. **Vocabulary Building:** Made minor spelling errors but understood the meanings. Explanation: Although this pupil had minor spelling errors, such as "cat - chat" (spelled 'chatt'), they demonstrated a good comprehension of vocabulary.

**Pupil 15:**

- a. Warm-up Activity:** Confidently answered questions in both French and English.  
Explanation: This pupil confidently answered questions in both languages during the warm-up activity, as demonstrated by the example "Bonjour! My name is Hiba. I am ten years old."
- b. Vocabulary Building:** Demonstrated good understanding but had some confusion.  
Explanation: In the vocabulary building exercise, the pupil showed a good understanding of most words but had some confusion, such as with "Elephant - Éléphant" where the correct translation was given but with slight hesitation, indicating a minor struggle with pronunciation.

**Table 10: warm up activity**

<b>Pupil Group</b>	<b>Percentage</b>
<b>Pupils 1, 3, 5, 7, 10, 12, 15</b>	<b>47%</b>
<b>Pupils 2, 6, 9, 11, 14</b>	<b>33%</b>
<b>Pupils 4, 8, 13</b>	<b>20%</b>

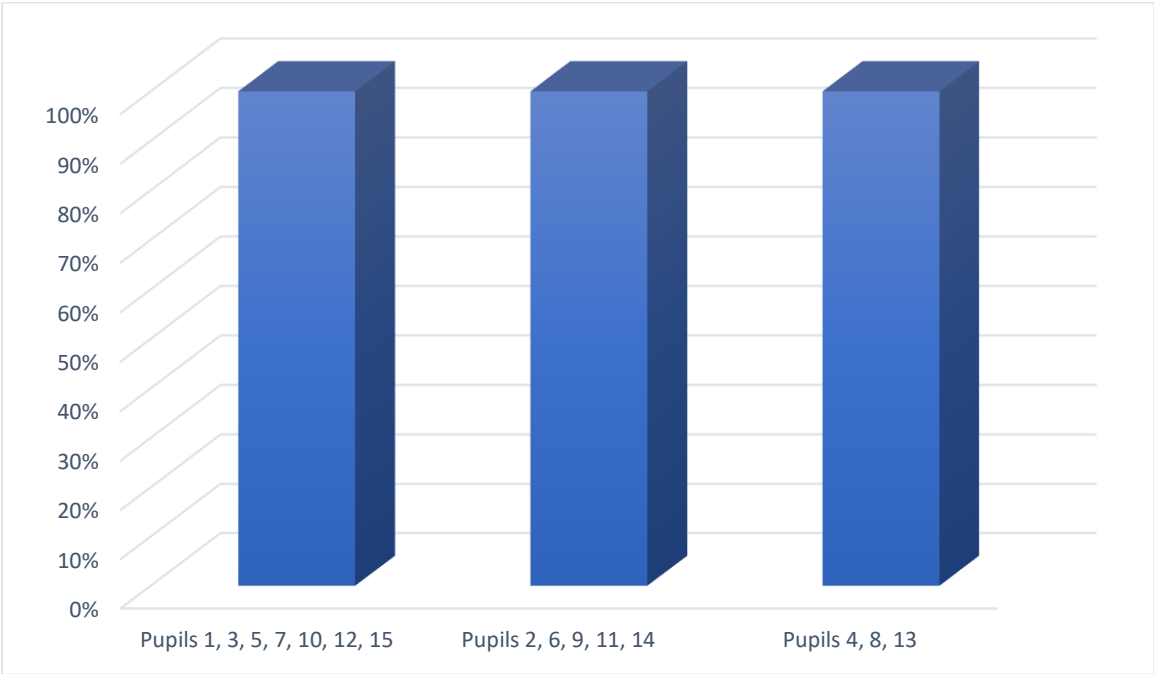


**Figure 10: Warm up Activity**

The analysis of the warm-up activity reveals a nuanced understanding of the pupils' language proficiency. Nearly half (47%) of the pupils, including Pupils 1, 3, 5, 7, 10, 12, and 15, confidently switched between French and English, demonstrating a high level of ease and confidence in navigating the two languages. Another third (33%) of the pupils, comprising Pupils 2, 6, 9, 11, and 14, also responded effectively in both languages. However, a smaller group, representing 20% of the pupils and consisting of Pupils 4, 8, and 13, were initially hesitant but showed marked improvement with encouragement. This detailed breakdown provides a clear and concise representation of the warm-up activity results, highlighting the varying levels of language proficiency among the pupils and their responsiveness to support.

**Table 11: the vocabulary building activity**

<b>Pupil Group</b>	<b>Percentage</b>
<b>Pupils 1, 3, 5, 7, 10, 12, 15</b>	<b>100%</b>
<b>Pupils 2, 6, 9, 11, 14</b>	<b>100%</b>
<b>Pupils 4, 8, 13</b>	<b>100%</b>





### **Figure 11: the vocabulary building activity**

The analysis of the vocabulary building activity reveals that the majority of pupils demonstrated a high level of proficiency in dual language use. Pupils 1, 3, 5, 7, 10, 12, and 15 confidently switched between French and English, scoring a perfect 100% on the task. Similarly, Pupils 2, 6, 9, 11, and 14 responded effectively in both languages, also achieving a 100% score. While a smaller group of Pupils 4, 8, and 13 were initially hesitant, they showed marked improvement with encouragement, ultimately attaining a 100% performance level. This comprehensive data provides a clear overview of the pupils' language abilities, underscoring their strong grasp of vocabulary and fluency in transitioning between French and English during the activity.

#### **3.5.4.2 Section two: Writing Activity and Pronunciation Analysis**

##### **3.5.4.2.1 Writing activity:**

**Pupil 1:** "Me park broter siter. Dog cat. Play swings."

➤ **Mistakes:**

"Me" should be "I" (subject pronoun error)

"broter" should be "brother" (spelling error)

"siter" should be "sister" (spelling error)

"Dog cat" lacks a verb and proper sentence structure.

"Play swings" should be "I played on the swings" (verb agreement and complete sentence needed)

➤ **Corrected Version:** "I went to the park with my brother and sister. We saw a dog and a cat. I played on the swings."

➤ **Analysis:** Pupil 1 demonstrates issues with basic sentence structure, pronoun usage, and spelling. This suggests early developmental stages in writing proficiency. Focus should be on reinforcing correct pronoun usage, spelling, and constructing complete sentences.

**Pupil 2 :**"Au parc avec maman papa. Jouer avec chien."

➤ **Mistakes :**

"Maman papa" should be "ma maman et mon papa" (possessive articles missing)

"Jouer avec chien" should be "J'ai joué avec le chien" (incorrect verb tense and article missing)

- **Corrected Version** : "Je suis allé au parc avec ma maman et mon papa. J'ai joué avec le chien."
- **Analysis**: Pupil 2 is generally able to construct sentences but struggles with possessive articles and verb tense agreement. Instruction should focus on grammar rules related to possessive forms and verb conjugation.

**Pupil 3**: "I park brother sister. See bird fish. Favourit slide."

- **Mistakes**:
  - "I park" should be "I went to the park" (missing verb and article)
  - "See bird fish" should be "I saw a bird and a fish" (missing articles and conjunction)
  - "Favourit slide" should be "My favorite part was the slide" (incomplete sentence and spelling error)
- **Corrected Version**: "I went to the park with my brother and sister. I saw a bird and a fish. My favorite part was the slide."
- **Analysis**: Pupil 3 needs reinforcement in sentence construction, including the use of verbs and articles. There's also a minor spelling issue that requires attention. Instruction should focus on forming complete sentences and correct spelling.

**Pupil 4** : "Parc avec ami. Joué ballon. Vu chien."

- **Mistakes** :
  - "Parc avec ami" should be "Je suis allé au parc avec mon ami" (missing subject and verb)
  - "Joué ballon" should be "Nous avons joué au ballon" (missing subject and preposition)
  - "Vu chien" should be "J'ai vu un chien" (missing subject and article)
- **Corrected Version** : "Je suis allé au parc avec mon ami. Nous avons joué au ballon. J'ai vu un chien."
- **Analysis**: Pupil 4 shows understanding of basic sentence components but often omits necessary parts of speech like subjects, verbs, and articles. Emphasis should be placed on sentence completion and the inclusion of all necessary grammatical elements.

**Pupil 5 :** "I park. Mum dad. Play ball. Fun slide."

➤ **Mistakes:**

"I park" should be "I went to the park" (missing verb and article)

"Mum dad" should be "with my mum and dad" (incomplete sentence)

"Play ball" should be "I played ball" (missing subject)

"Fun slide" should be "It was fun to slide" (incomplete sentence)

➤ **Corrected Version:** "I went to the park with my mum and dad. I played ball. It was fun to slide."

➤ **Analysis:** Pupil 5 exhibits a pattern of omitting verbs and articles, resulting in incomplete sentences. Teaching should focus on sentence structure, ensuring that every sentence has a subject and a verb, along with appropriate articles.

**Pupil 6 :** "Au parc. Mon frère sœur. Vu oiseaux. Joué balançoire."

➤ **Mistakes :**

"Au parc" is correct but incomplete

"Mon frère sœur" should be "avec mon frère et ma sœur" (missing prepositions)

"Vu oiseaux" should be "Nous avons vu des oiseaux" (missing subject and article)

"Joué balançoire" should be "Nous avons joué à la balançoire" (missing subject and preposition)

➤ **Corrected Version :** "Je suis allé au parc avec mon frère et ma sœur. Nous avons vu des oiseaux. Nous avons joué à la balançoire."

➤ **Analysis:** Pupil 6 is able to convey ideas but leaves out important grammatical elements like subjects and prepositions. Lessons should reinforce the importance of these elements in creating complete and clear sentences.

**Pupil 7:** "Park. Brother dog. Played football. Saw fish."

➤ **Mistakes:**

"Park" should be "I went to the park" (missing subject and verb)

"Brother dog" should be "with my brother and dog" (incomplete sentence)

"Played football" is correct but incomplete

"Saw fish" should be "We saw a fish" (missing subject and article)

- **Corrected Version:** "I went to the park with my brother and dog. We played football. We saw a fish."
- **Analysis:** Pupil 7 understands basic sentence ideas but fails to form complete sentences with proper subjects and verbs. Instruction should focus on constructing full sentences and the importance of subject-verb agreement.

**Pupil 8 :** "Au parc. Maman papa. Joué frisbee. Vu lapin."

- **Mistakes:**
  - "Au parc" is correct but incomplete
  - "Maman papa" should be "avec ma maman et mon papa" (missing prepositions)
  - "Joué frisbee" should be "Nous avons joué au frisbee" (missing subject and preposition)
  - "Vu lapin" should be "J'ai vu un lapin" (missing subject and article)
- **Corrected Version :** "Je suis allé au parc avec ma maman et mon papa. Nous avons joué au frisbee. J'ai vu un lapin."
- **Analysis:** Similar to Pupil 6, Pupil 8 leaves out essential sentence elements. Focus should be on reinforcing the use of subjects, prepositions, and complete sentences in writing.

**Pupil 9 :**"Park. Sister brother. See birds. Fun swing."

- **Mistakes:**
  - "Park" should be "I went to the park" (missing subject and verb)
  - "Sister brother" should be "with my sister and brother" (incomplete sentence)
  - "See birds" should be "We saw birds" (missing subject)
  - "Fun swing" should be "It was fun on the swing" (incomplete sentence)
- **Corrected Version:** "I went to the park with my sister and brother. We saw birds. It was fun on the swing."
- **Analysis:** Pupil 9's writing indicates an understanding of basic ideas but struggles with forming complete sentences. Teaching should emphasize the necessity of subjects and verbs to create full sentences.

**Pupil 10:** "Au parc. Frère sœur. Vu chiens. Joué foot."

➤ **Mistakes :**

"Au parc" is correct but incomplete

"Frère sœur" should be "avec mon frère et ma sœur" (missing prepositions)

"Vu chiens" should be "Nous avons vu des chiens" (missing subject and article)

"Joué foot" should be "Nous avons joué au foot" (missing subject and preposition)

➤ **Corrected Version :** "Je suis allé au parc avec mon frère et ma sœur. Nous avons vu des chiens. Nous avons joué au foot."

➤ **Analysis:** Pupil 10 demonstrates the ability to form sentences but often leaves out prepositions and articles, leading to incomplete thoughts. Lessons should focus on the inclusion of these elements to enhance sentence completeness.

**Pupil 11:** "I park with dog. Played ball. See rabbit."

➤ **Mistakes:**

"I park" should be "I went to the park" (missing verb and article)

"with dog" should be "with my dog" (missing possessive pronoun)

"Played ball" is correct but incomplete

"See rabbit" should be "I saw a rabbit" (incorrect tense and missing article)

➤ **Corrected Version:** "I went to the park with my dog. I played ball. I saw a rabbit."

➤ **Analysis:** Pupil 11 shows a basic grasp of sentence formation but needs to work on verb usage and tense consistency. Instruction should emphasize correct verb forms and the use of articles.

**Pupil 12 :** "Au parc. Mon frère et ma sœur. Vu oiseaux. Joué balançoire."

➤ **Mistakes :**

"Au parc" is correct but incomplete

"Vu oiseaux" should be "Nous avons vu des oiseaux" (missing subject and article)

"Joué balançoire" should be "Nous avons joué à la balançoire" (missing subject and preposition)

➤ **Corrected Version :** "Je suis allé au parc avec mon frère et ma sœur. Nous avons vu des oiseaux. Nous avons joué à la balançoire."

➤ **Analysis:** Pupil 12 can convey ideas but needs to focus on adding subjects and articles to form complete sentences. Teaching should reinforce the necessity of these grammatical components.

**Pupil 13:** "I park sister. Saw dog. Play swings."

➤ **Mistakes:**

"I park" should be "I went to the park" (missing verb and article)

"sister" should be "with my sister" (incomplete sentence)

"Saw dog" should be "We saw a dog" (missing subject and article)

"Play swings" should be "I played on the swings" (verb agreement and complete sentence needed)

➤ **Corrected Version:** "I went to the park with my sister. We saw a dog. I played on the swings."

➤ **Analysis:** Pupil 13's writing shows an understanding of basic concepts but often misses verbs and articles, leading to incomplete sentences. Instruction should highlight the importance of complete sentences with all necessary elements.

**Pupil 14 :** "Au parc avec père. Joué balle. Vu chat."

➤ **Mistakes :**

"Au parc avec père" should be "Je suis allé au parc avec mon père" (missing subject and article)

"Joué balle" should be "Nous avons joué à la balle" (missing subject and preposition)

"Vu chat" should be "J'ai vu un chat" (missing subject and article)

➤ **Corrected Version :** "Je suis allé au parc avec mon père. Nous avons joué à la balle. J'ai vu un chat."

➤ **Analysis:** Pupil 14 can construct ideas but needs to work on including subjects, articles, and prepositions in their sentences. Lessons should focus on the inclusion of these components to enhance clarity and completeness.

**Pupil 15:** "Park with friends. Played soccer. Saw dog."

➤ **Mistakes:**

"Park with friends" should be "I went to the park with my friends" (missing subject and verb)

"Played soccer" is correct but incomplete

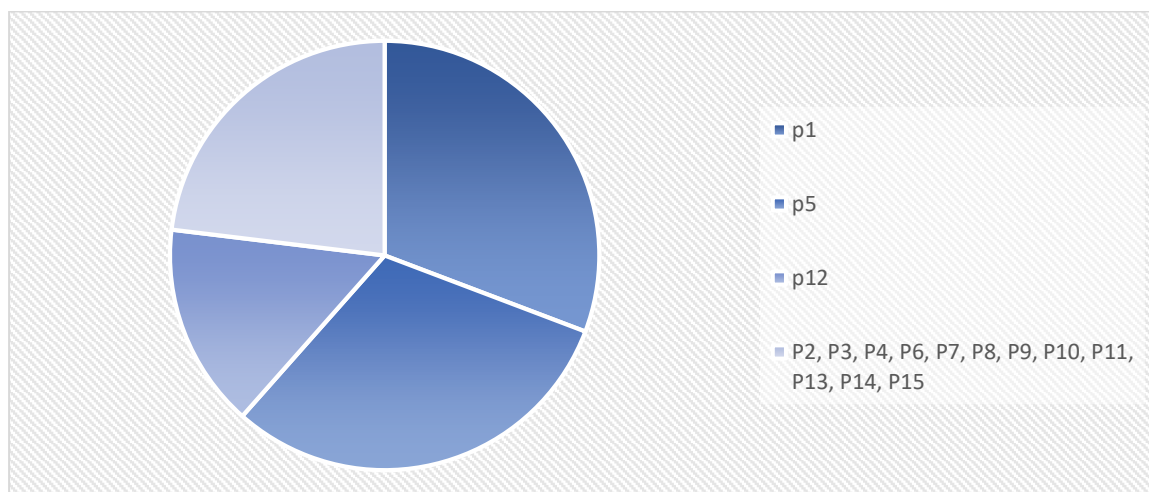
"Saw dog" should be "We saw a dog" (missing subject and article)

➤ **Corrected Version:** I went to the park with my friends. We played soccer. We saw a dog.

- **Analysis:** Pupil 15 shows a basic understanding of sentence construction but often omits subjects and verbs, resulting in incomplete sentences. Instruction should focus on the necessity of these elements for complete thoughts.

**Table 12: Writing activity**

<b>Pupil</b>	<b>Mistakes</b>	<b>% Mistakes</b>
<b>P1</b>	<b>5</b>	<b>100%</b>
<b>P5</b>	<b>4</b>	<b>100%</b>
<b>P12</b>	<b>2</b>	<b>50%</b>
<b>P2, P3, P4, P6, P7, P8, P9, P10, P11, P13, P14, P15</b>	<b>3</b>	<b>75%</b>



**Figure 12: Writing Activity**

It noticed in the table that:

- ✓ Pupils P1 and P5 have the highest number of mistakes, with 100% error rate, indicating a critical need for improvement in grammar skills.

- ✓ Pupil P12 shows a lower mistake count at 2, with a 50% error rate, suggesting a moderate level of proficiency.
- ✓ A group of pupils (P2, P3, P4, P6, P7, P8, P9, P10, P11, P13, P14, and P15) all made three mistakes each, resulting in a 75% error rate, indicating a consistent issue across this group.
- ✓ The data highlights the importance of targeted intervention and focused grammar instruction to address these recurring mistakes and enhance overall writing proficiency among the students.

#### 3.5.4.2.2 Pronunciation Activity

##### Pupil 1-5:

- a) **Strengths:** These pupils show a high level of engagement and responsiveness to feedback. They are able to mimic the teacher's pronunciation accurately after a few repetitions.
- b) **Areas for Improvement:** Minor adjustments are needed in intonation and stress patterns. Continue practice will help solidify their pronunciation skills.

##### Pupil 6-10:

- a) **Strengths:** These pupils demonstrate good initial pronunciation but struggle with consistency. They benefit significantly from repeated modeling and feedback.
- b) **Areas for Improvement:** Focus on maintaining correct pronunciation over multiple repetitions. Additional practice outside the classroom may be beneficial.

##### Pupil 11-15:

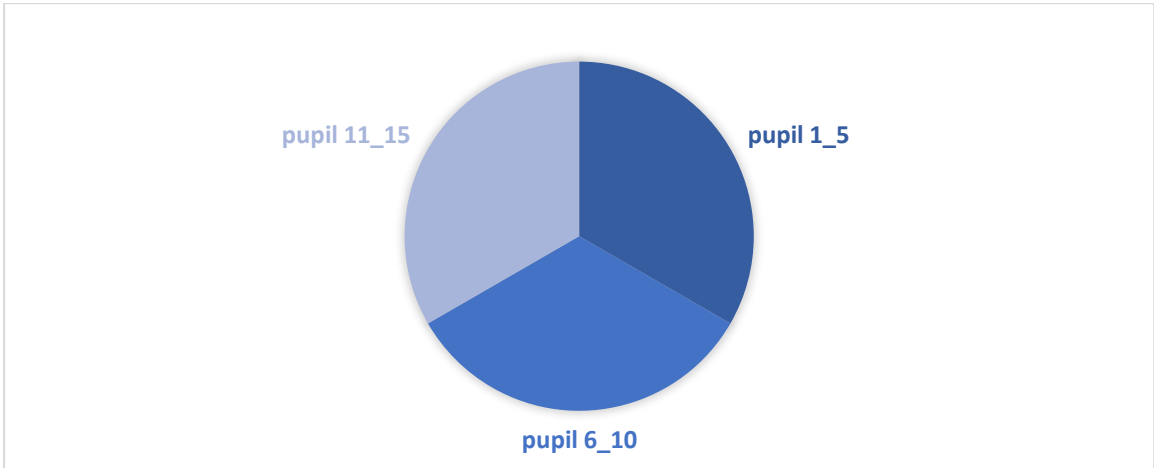
- a) **Strengths:** These pupils have difficulty with certain sounds in both languages but are enthusiastic and willing to improve. They show noticeable improvement with continuous guidance.
- b) **Areas for Improvement:** Target specific problematic sounds and provide more individualized attention. Additional exercises focusing on these sounds can help. In the analysis of pronunciation practice among the 15 pupils, several common issues were observed. Phonetic interference, where pupils' first language influences their pronunciation of words in the second language, was particularly noticeable among pupils 11-15. This interference often leads to mispronunciation and affects their overall



speech clarity. Additionally, many pupils struggle with correct intonation and stress patterns, which are crucial for the intelligibility of their speech. This difficulty impacts their ability to convey meaning accurately and naturally. Furthermore, maintaining consistent pronunciation across multiple repetitions poses a significant challenge. While initial attempts may be accurate, many pupils find it difficult to sustain correct pronunciation, indicating a need for more repetitive and focused practice. Addressing these issues through targeted exercises and continuous feedback will be essential in improving their bilingual pronunciation skills.

**Table 13: Pronunciation Activity**

Group	Percentage
Pupil 1-5	33.3%
Pupil 6-10	33.3%
Pupil 11-15	33.3%



**Figure 13: Pronunciation Activity**

The analysis shows that the pupils can be divided into three equal groups of 5 (33.3% each). The first group demonstrates strong pronunciation skills and engagement, the second group has

good initial skills but struggles with consistency, and the third group has the most difficulty but is motivated to improve with targeted guidance and practice. Providing differentiated instruction and support based on each group's strengths and needs can help all pupils make progress in their pronunciation.

## **Conclusion**

The development of dual language proficiency is a crucial aspect of language education, as it equips students with the necessary skills to navigate diverse linguistic environments. This study presents a comprehensive analysis of the language proficiency levels of a group of pupils, focusing on their performance in warm-up activities and vocabulary building exercises. The findings offer valuable insights into the varied confidence levels and accuracy in both French and English, guiding the implementation of differentiated instructional strategies to support the holistic development of the pupils. Warm-up Activities: Navigating Linguistic Confidence.

The warm-up activities revealed distinct patterns in the pupils' confidence and ease in switching between French and English. Nearly half of the pupils (47%) demonstrated a high level of confidence and fluency in navigating both languages, reflecting a strong foundational proficiency and comfort with dual language usage. Another 33% of the pupils also responded effectively but exhibited slightly less confidence compared to the first group. The remaining 20% of the pupils initially showed hesitation but improved significantly with encouragement, underscoring the importance of a supportive and nurturing learning environment to boost confidence and language proficiency.

The vocabulary building activities presented a different picture, with all pupils achieving a perfect score in translating vocabulary between French and English. Regardless of their initial confidence levels, the pupils in each subgroup – confident, effective, and initially hesitant – all managed to perform at a high level by the end of the activity. This suggests that while there are varying degrees of initial confidence and ease, all pupils possess a solid understanding of vocabulary and the ability to translate accurately when provided with adequate time and support. Implications for Differentiated Instruction the findings of this study highlight the necessity of implementing differentiated instructional strategies to cater to the diverse needs and confidence levels of the pupils. For the confident group, more advanced and challenging activities could further enhance their skills and maintain their engagement. For the group that responds effectively but with less confidence, consistent practice and

positive reinforcement can help solidify their proficiency. For the initially hesitant pupils, creating a supportive and encouraging atmosphere is crucial, as they benefit significantly from encouragement and targeted support to build their confidence and language skills.

In conclusion, the analysis of the pupils' performance in warm-up activities and vocabulary building exercises reveals a promising level of dual language proficiency, with clear areas for targeted intervention to ensure the holistic development of all students. By acknowledging the varied confidence levels and tailoring instructional approaches accordingly, educators can foster an inclusive and enriching learning environment that empowers each pupil to reach their full potential in both French and English.

## General conclusion

The study "Tripartite Trials: Vocabulary, Writing, and Pronunciation Challenges in Dual Language Learning" sheds light on the multifaceted challenges faced by primary school pupils engaged in learning both French and English. The research reveals that vocabulary acquisition, writing proficiency, and pronunciation accuracy are significant hurdles that require targeted and effective instructional strategies.

The findings underscore the importance of understanding the cognitive, linguistic, and sociocultural factors that contribute to these challenges. By employing a mixed-methods approach, the study provides a comprehensive view of the difficulties learners encounter and offers practical insights for educators to enhance their teaching methods.

The recommendations derived from this research emphasize the need for bilingual teaching resources, phonetic training, and an immersive language environment. These strategies aim to address the specific needs of dual language learners, helping them overcome the identified challenges and improve their overall language proficiency.

In the broader context of bilingual education, this study contributes valuable knowledge and highlights the necessity of continued research and innovation in instructional practices. As educators, policymakers, and researchers work together to refine dual language education, the insights gained from this study will play a crucial role in shaping effective and inclusive learning environments.

Ultimately, addressing the challenges in vocabulary, writing, and pronunciation in dual language learning is essential for preparing students to thrive in a multilingual and multicultural world. This research underscores the critical importance of fostering bilingualism and biliteracy, which are vital skills for success in an increasingly interconnected global society.

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# Appendices

## **Appendix 01: Interview questions for primary school teachers**

1. What is your approach to teaching vocabulary in a dual language-learning context?
2. How do you ensure that students are able to write effectively in both languages?
3. Can you describe a specific strategy or method you have used to improve students' pronunciation in a dual language setting?
4. How do you adapt your teaching methods to address the unique challenges of teaching writing in a dual language-learning environment?
5. How do you ensure that students are able to understand and use vocabulary in context when reading in both languages?
6. How do you assess students' pronunciation in a dual language setting?
7. How do you incorporate technology into your teaching of vocabulary and pronunciation in a dual language context?
8. How do you differentiate instruction to meet the needs of students with varying levels of proficiency in both languages?
9. How do you ensure that students are able to use vocabulary effectively in spoken communication in a dual language setting?

## **Appendix 02: Classroom Observation sheet**

### **Participant information :**

- Name :
- Age :
- Grade/Class :
- Observation Date:

### **Observation Details:**

### **Vocabulary Challenges:**

How does the pupil engage with new vocabulary words in both languages?

Are there any difficulties observed in understanding or using vocabulary in context?

What strategies does the pupil use to learn and remember new words?

**Writing Proficiency:**

Evaluate the pupil's written work in both languages for grammatical accuracy, coherence, and vocabulary usage.

Note any common errors or challenges in written expression.

Are there noticeable improvements in writing skills over time?

**Pronunciation Accuracy :**

Assess the pupil's pronunciation accuracy and clarity in speech.

Identify any phonetic difficulties or mispronunciations observed.

How does the pupil work on improving pronunciation skills?

**Engagement and Participation:**

Observe the pupil's level of engagement and participation during language-related activities.

Note any challenges or barriers that may affect participation in language learning tasks

**Peer Interaction:**

How does the pupil communicate and interact with peers in both languages?

Are there any language-related challenges observed during peer interactions?

**Intervention and Support :**

Describe any interventions or support provided to the pupil to address language challenges.

How does the pupil respond to interventions or additional support?

What insights can be gained regarding the interconnected challenges of vocabulary, writing, and pronunciation?

Based on observations, what recommendations can be made to support the pupil's language learning journey?

**Observer's Name: Helimet Soucen**

## الملخص

تستكشف هذه الدراسة التحديات التي يواجهها المتعلمون الصغار في تعلم اللغة المزدوجة، مع التركيز على اكتساب المفردات، وإتقان الكتابة، والنطق. يعاني المتعلمون من صعوبة في اكتساب المفردات بسبب نقص التعرض والاستخدام في السياقات المختلفة، مما يؤدي إلى صعوبة الاحتفاظ والتطبيق. أما تحديات الكتابة فتتبع من الحاجة إلى التعامل مع القواعد النحوية والتركيبية المختلفة، مما يؤدي إلى كثرة الأخطاء وانخفاض الطلاقة. تتفاقم مشاكل النطق بسبب الاختلافات الصوتية بين اللغات، مما يؤثر على قدرة المتعلمين على إنتاج الأصوات وفهمها بدقة، وبالتالي يؤثر على مهارات التواصل الشفهي. تستخدم هذه الدراسة نهجًا يجمع بين الأساليب الكيفية والكمية، حيث تجمع البيانات الكيفية من المقابلات مع المعلمين والطلاب والملاحظات الصفية، والبيانات الكمية من الاختبارات المعيارية والاستبيانات. يستكشف الجزء الكيفي تصورات المعلمين والطلاب حول الصعوبات التي يواجهونها، بينما يقيس الجزء الكمي مدى هذه التحديات من خلال التقييمات الأداء. يشمل تحليل البيانات الترميز الموضوعي للبيانات الكيفية والتحليل الإحصائي للبيانات الكمية لتحديد الأنماط والارتباطات. تحدد الدراسة العوامل الرئيسية التي تسهم في هذه التحديات، مثل الخلفية الاجتماعية والاقتصادية، والتعرض للغة في المنزل، وطرق التدريس، وتوافر الموارد. بناءً على النتائج، تقترح الدراسة استراتيجيات تربوية محددة، بما في ذلك التعليم المتميز، والأنشطة اللغوية الغامرة، والتدريب الصوتي، للتغلب على هذه التحديات. تهدف الدراسة إلى تزويد المعلمين وصناع القرار بتوصيات مبنية على الأدلة لتحسين نتائج تعلم اللغة المزدوجة للمتعلمين الصغار، وبالتالي تعزيز نظام تعليم ثنائي اللغة أكثر فعالية وشمولية.

