

The Effect of Bilingual Environment on the Achievement of Primary Pupils: Teachers' View Point

تأثير البيئة ثنائية اللغة على التحصيل الدراسي لطلبة المرحلة الابتدائية:
وجهة نظر المعلمين

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Abstract:

This research aims to investigate the effects of bilingual education on the learning achievement of sixth primary grade pupils in the English section among private schools in the Capital City of Sana'a - Yemen. The data were collected through an open interview and a closed questionnaire carried out to twenty-five teachers (who have at least five years of experience in teaching sixth-grade in private schools). The sample is selected and based on a criterion-specific method from the target private schools. The collected data were analyzed using the SPSS Software. Several findings have been revealed, the most common of which are that the target pupils encounter several obstacles, including limited opportunities for practicing English

outside school, parental weak background in the English language and the use of the mother tongue outside the school environment. This negatively influences the studying performance of the pupils, putting much more societal pressures on them, and restricting their way of using the English language communicatively. Besides, the difficulties faced by the target pupils in understanding certain studying subjects, especially the scientific ones, lead the pupils to resort to the use of the mother tongue to understand such difficulties and overcome the faced obstacles.

Key Words: *Bilingual Environment, Achievement of the Pupils & Primary Grade Pupils*

تأثير البيئة ثنائية اللغة على التحصيل الدراسي لطلبة المرحلة الابتدائية: وجهة نظر المعلمين

الملخص

الإحصائي (SPSS) توصل الباحثون إلى العديد من الاستنتاجات، أهمها: أن طلبة الصف السادس الدارسون في المدارس الخاصة (قسم انجليزي) بأمانة العاصمة صنعاء يواجهون العديد من العقبات مثل قلة الفرص لممارسة اللغة الانجليزية خارج إطار بيئة المدرسة، وتأثرهم بالخلفية اللغوية المتواضعة لأفراد الأسرة في المنزل حيث يستخدم فيها لغة واحدة فقط، اللغة الأم (العربية). كشفت النتائج كذلك أن الطلبة المستهدفين يواجهون ضغوطا اجتماعية تحد من التواصل باللغة الإنجليزية واستخدامها تواصلها في روتينهم وحاجاتهم اليومية، كما أنهم يواجهون صعوبة بالغة في فهم بعض المواد الدراسية، وعلى وجه الخصوص العلمية منها، الأمر الذي يؤثر سلباً على مستواهم التعليمي ويقودهم إلى اللجوء إلى لغتهم الأم (العربية) لفهم محتوى دروسهم وتخطي تلك العقبات.

الكلمات المفتاحية: البيئة ثنائية اللغة،

تحصيل الطلبة، طلبة المرحلة الابتدائية

يهدف البحث الحالي إلى دراسة تأثير البيئة ثنائية اللغة على التحصيل الدراسي لطلبة المرحلة الابتدائية (الصف السادس) في القسم الانجليزي بالمدارس الخاصة في العاصمة صنعاء- اليمن، وكيفية التغلب على تلك الصعوبات، إن وجدت. اعتمد الباحثون على المنهج التحليلي الوصفي لتحقيق أهداف البحث، حيث تم جمع البيانات الأولية من المعلمين (لا تقل خبرتهم عن خمس سنوات في تدريس طلبة الصف السادس، قسم الانجليزي في المدارس الخاصة) عن طريق المقابلة الغير مبنية (المفتوحة)، تم بعد ذلك تصنيف وترتيب المعلومات المجمعة من المعلمين لبناء أداة البحث الرئيسية (الاستبانة المغلقة). تمثلت عينة البحث في خمسة وعشرين معلماً ومعلمة من مختلف مدارس أمانة العاصمة، حيث تم اختيار مفردات العينة بالطريقة القصدية المعيارية (كل من انطبقت عليه الشروط تم اختياره) من المدارس الخاصة المستهدفة. وتم تحليل البيانات باستخدام برنامج التحليل

Background

The environment in Yemen is almost a monolingual society, but nowadays English is considered as the most international language. Some parents feel that they need to make their children study English in primary schools in order to make them bilingual speakers. However, Children raised bilingually run the risk of not mastering either language, and subsequently have difficulties in achieving education successfully. Moreover, A Blog on Multilingual points out that “children enjoying a bilingual environment run the risk of being isolated by their peers when speaking in the foreign language. This teasing can have a detrimental effect on the self-esteem of the child”. Furthermore, learning specific content in a second language can be difficult for younger children. Many districts bilingual education programs teach half of the subjects in English and the rest in Arabic. For example, if the math subject is in English and students are struggling with fractions at the same time that they are in English grammar and vocabulary, it negatively impacts their education. Moreover, students who struggle with the target language may find themselves overwhelmed with the necessity to learn it instead of participating in other activities. This research discusses how the process of two speech communities (environmental speech) affects the processes of pupils’ learning in the Yemeni speech community.

Statement of the Problem

This research talks about bilingual education in a monolingual environment. Students in Yemen who study in the English section have been struggling with some subjects because half of them are in Arabic and the rest are in English. This makes the students feel confused as well as teased by their peers since it may lead them to feel bad or prefer to sit alone without communicating with other children. The environment in Yemen is monolingual, so most people speak one language even some parents who desire to raise bilingual children; because of that reason, some students feel confounded. The problems that students confront are serious and need suitable solutions to make their education better and more effective. To sum up, this research tries to find the hindrances that students face as well as find solutions for them through expert teachers who are attached to the problems and difficulties that students struggle with in their journey to become bilingual speakers in order to create a healthy bilingual environment.

Objectives of the Research

The current research aims to

1. Identify the effects of a bilingual environment on the instruction learning achievement of the sixth primary pupils.
2. Find out the suitable solution for such effects.

Questions of the Research

This research tries to find suitable answers for the following questions

1. What are the effects of a bilingual environment on the learning achievement of the sixth primary pupils?
2. How can such effects be overcome?

The Significance of the Research

This research is significant because

1. It highlights one of the most vital issues that the educational process in Yemen confronts.
2. Investigating the issues that bilingual students face in a monolingual country.
3. Investigating the attitudes of monolingual children towards bilingual children.
4. It can help parents to understand the problems that their children go through.
5. The results of the present research might help students' parents and superintendents that they would be able to deal with an existing issue their kids suffer from.

Limitations of the Research

This research has three limitations:

1. Limitation of time: the research is carried out and applied in the academic year of 2023/2024.
2. Limitation of place: the Capital City of Sana'a some selected English sections of private schools.
3. Subject limitation: the research is confined to the experts' viewpoint comments on the way the bilingual environment affects negatively the educational level of the Yemeni sixth grade students.

Literature Review

Definition & Origin of 'Bilingualism'

To begin this research that speaks about bilingual education, readers should have an idea about the origins of bilingualism in general and the definition of bilingualism.

Humran (2018, p,10) defines bilingualism as “the ability to speak two languages, although with a different ability for each language”. This definition agrees with Baker (2011, p,4) who writes that “since a bicycle has two wheels and binoculars are for two eyes, it would seem that bilingualism is simply about two languages”. Bilingualism according to Chengappa and Bhat (2002) is an interesting subject and the interaction of two languages that results in the blending of two languages. Cantone (2007, p,1) argued that “one to find appropriate methods of classifying bilinguals and their behaviour with respect to two languages; language choice and language use the other topic is to discover how these languages are stored in the brain and whether or not they interact”. Additionally, bilingual education, according to Cambridge (2017), refers to the utility of more than a language as a medium of teaching material of a subject such as science or history.

Grosjean (1982), as cited in Amo (2014), points out that many variables can result in a bilingual situation. Bilingualism may result from one person's or a group's migration for political, social, or economic reasons; it may also be caused by political-ideological circumstances, such as nationalism and federalism; or it may be from cultural and educational factors.

Furthermore, Council of Europe (2008), as cited in Amo (2014), supports the idea that bilingualism is spreading because of social and economic migration. It was noted that people are currently exposed to greater economic and professional mobility. Professional mobility results from a variety of factors, such as proximity to other countries. Situated on the same continent or even on the other side of a shared border, and may only be temporary; which is related to John Edward's perspective on linguistic exchange occurring in border areas, or as a result of forced departures or flights from countries and cultures which are more distant.

Moreover, Amo (2014) points out that bilingualism has always developed as a result of a specific circumstance. However, we as researchers could also argue that, in the past, speaking more than one language was a special honor for a select few people and primarily used as a tool for accomplishing goals. But, in the present; everyone has the right to speak more than one language.

To conclude, in today's globalized world, the importance of teaching English as a foreign language (EFL) or a second language (L2) is becoming increasingly vital. This applies particularly to countries in the expanding circle, where the

language is necessary for various purposes, such as in official educational institutions, business transactions, international tourism, sporting events like the Olympics, employment opportunities, scientific studies, specialized medical fields, understanding global culture, and developing computer skills. In summary, English holds a prominent position in various domains, as outlined in the preceding sections, according to (Al-Meckedad, 2022).

Bilingual Education

Bilingual education has advantages and disadvantages. The advantages of bilingual education according to Riagain & Ludi (2003), are when language is employed in real-world communication circumstances (such as when teaching geography, mathematics, etc.), language acquisition is more spontaneous. This allows the students to fully utilize their innate capacity for language learning. The official L2 instruction is modified to the requirements of the subject, which results in the best possible blend of taught and untutored learning.

According to Pransiska (2017), there are also academic and career advantages. Children who speak more than one language may have a better chance of getting into their favourite university. Passing language examination, particularly the English test is a condition for admission to reputable colleges. Kids will benefit later on if they are exposed to English from an early age, particularly in kindergarten.

In addition, subjects that capture learners' attention are significant sources of main motivation, which must come from the current learning environment and not from any prospective future benefits that a working understanding of the language may bring. Language acquisition and the acquisition of non-linguistic knowledge are complementary learning processes, according to (Riagain&Ludi,2003).

Furthermore, Riagain & Ludi (2003) point out that bilingual teaching is challenging for teachers since they must utilize the language deliberately to impart subject knowledge through more than one language. Dealing in-depth with the challenges that come with the disciplines being taught helps learners become more aware of language and advances the language curriculum across subject boundaries.

Otherwise, some studies still show that bilingual education may lead to children's language development being relatively slow. Studies have shown that bilingual children are slower than monolingual children in reaching higher levels of language ability, especially children who are within two years. Researchers have also found that exposure to a second language too young can result in forced language acquisition and make it challenging to get good results. There will be some difficulties even if it works, according to LiYingli et al (2012), as cited in Cheng (2021).

Additionally, for a very long time, academics, educators, and decision-makers have held the view that learning a second language interferes with children's intellectual and academic growth from a cognitive standpoint. Their theory of interference is sufficiently supported by evidence showing that even if a bilingual person only speaks one language both language systems are still functioning in his brain, causing one language system to interfere with the other, according to (Cheng ,2021).

Bilingualism and Language Confusion

According to Bouko et al. (2019), learning two languages at the same time does not confuse bilingual children. In reality, consistent exposure to two languages from birth is the simplest approach to multilingualism. Bilingual children can know the difference between the languages, they hear as early as infancy. They begin to develop a measure of metalinguistic awareness around the age of four or five; which means they are aware of their two languages and may reflect on their language use. When their parents talk in different languages to them, they can be able to distinguish the difference and even respond in the language spoken to them.

Bader & Minnis (2000, P:399) points out that “some characteristics of the subject's (CS) behavior, like attaching affixes from one language to verbal or nominal stems from other, mixing definite articles, deleting the copulative be and numerous switching related to word order, have been found to be shared by other bilingual children.”

In addition, Pransiska (2017) points out that according to several researches, raising multilingual children has many benefits. There are several cognitive benefits assisted with being multilingual. Cognitive function describes the way that brain gathers information. Children who are reared in bilingual environments have been proven to be more adept at focusing on a task while shutting out distractions than their monolingual classmates.

Moreover, Bouko et al (2019) point out that one of the most common myths regarding bilingualism is using both languages in one sentence or utterance can slow down children's language development. Many people think that “language mixing” (the use of two languages in one speech) is a sign of confusion. On the contrary, this is a demonstration of inventiveness and normal growth in multilingual development, it has been demonstrated that the languages of a bilingual infant develop independently of one another and that children can distinguish between them from an early age. When a child combines language, the sentences stay correct. They adhere to the structure of the core language. When a bilingual child inserts an English word into an Arabic statement, he or she ensures that it fits into the sentence structure. In fact, language mixing is a natural and typical part of evolution. It demonstrates how resourceful the child is.

For almost 40 years, Dr. Ellen Bialystock, a psychology professor at York University, has been researching the genesis and emergence of bilingualism. She and her team have uncovered supporting data for both sides of the bilingualism debate. They discover that children who speak two or more languages continuously (bilinguals) have relatively minimal lingual loss or handicap and also have advantages and cognitive gains over monolinguals, according to (Guirgis & Olson,2014).

Muttalib (2021) points out that according to this research, bilingual speakers are less advantaged than monolingual speakers in terms of the language's overall lexical vocabulary. In other words, monolinguals have a larger vocabulary in their mother tongue than do bilinguals in each language they are fluent in. Additionally, a bilingual speaker takes a little bit longer (measured in milliseconds) to consider recalling a particular term than a monolingual speaker does.

Moreover, Gamal (2007:295) as cited in Humran (2018) presented a case study of her daughter's Characteristics of Subject (CS) over a period of three years. The study found out that Arabic lexical CS constituted 28.6% as compared to English CS (71.4%). Further, morphological CS in Arabic constituted 40.9% as compared to that of English (59.1%). At lexical, morphological and syntactic levels, Sara, the sole participant of her study, code-switched in English more than in Arabic.

To sum up, Bouko et al (2019) assume that children's brains switch to problem-solving mode and supply it in another, if they do not know a term in one language. As a child's vocabulary improves in the two languages, the mixing will vanish.

Bilingual and Monolingual Children

Inhibition Ability

Bialystok et al (2010) as cited in Cheng (2021, p, 689) point out that "until recently, researchers believed that the advantage of bilinguals mainly came from an inhibitory ability, which was enhanced in the process of suppressing a language system. It is said that such inhibition can help train the brain of bilingual people to ignore interference in other situations." Nevertheless, Cheng (2021, p, 689) points out that "this explanation is becoming more and more inadequate, because studies have shown that bilinguals perform better than those who use only one language even when they complete tasks that do not require inhibition."

Ability to Monitor the Environment

Another significant distinction between bilinguals and monolingual children is the former are better at observing their surroundings. Bilinguals must switch between languages regularly; for example, a child could speak one language to his mother and another language to his father. To do this, children must be aware of the

changes occurring all around them. It has been found out that bilingual participants not only performed better but also displayed lower levels of activity in the brain region under observation, suggesting that they were more adept at this (Cheng, 2021).

The key difference between bilinguals and monolinguals according to Kokturk et al (2016) is to be able to switch between languages naturally. This ability requires them to quickly monitor their environment and respond accordingly. Studies show that bilinguals perform better and exhibit less brain activity in the areas associated with monitoring, suggesting that they are more efficient in this task. Other studies have reached similar conclusions, providing further evidence of these findings. Furthermore, being bilingual offers advantages for the aging brain.

Role of Parents & Instructors

Parents and teachers have significant roles in raising bilingual speakers. They also face many challenges. Here the researchers collect some information about parents and teachers roles as well as the challenges that they face.

The Role of Parents

At home, the same minority language is spoken by both parents. In this case, the home language and the school language are different, and the minority language takes the place of the majority language in all contexts, including one-on-one conversation and family gathering. Instead of using OPOL (One Parent One Language), parents might agree to use the ML@H (Minority Language at Home) method to support the minority language and provide the kid more exposure to it if one parent is comfortable speaking both the majority language and the minority language. This method is the most effective for preserving minority language at home, according to (Bouko et al, 2019).

Moreover, Robinson and Harris (2014) as cited in Rahman (2015), observe that parental participation gives a variety of results. They claim that while engagement occasionally gives fruitful outcomes, the majority of the time it actually “hinders” the development of the kids. In addition, factors including the children’s age, race, and socioeconomic status were really important in situations where parental participation had a good impact on the kids. They do note, however, that parental participation, such as little homework monitoring and discussion of school events “generally works” well for the academic achievement of the children.

To sum up, Al-Meckeded (2022) points out that the parent’s high level of education, their sensual, materialistic support their encouragement, and their oversight to assess their achievement all significantly contribute to raising the learners’ proficiency in learning a second language or foreign language.

The Role of School

It is likely that a child's school or instructors are unfamiliar with bilingualism and do not know how to interact with a pupil who speaks a minority language at home. They are concerned that the child will fall behind in school topics since he or she does not understand the dominant language and cannot follow up in class. Some schools mistakenly instruct parents to speak the dominant language at home and prevent bilingual students from using their native language on school premises. Unfortunately, the importance of a child's native language for emotional well-being is sometimes overlooked in situations like these. It is a significant component of their lineage as well as their emotional growth, according to (Bouko et al, 2019).

According to Schwartz & Leikin (2010), running a bilingual education program without specialized training is one of the major obstacles for instructors. Since they lack formal training teachers must depend on their own knowledge and experience to instruct students. The ideas and approaches that are used in the curriculum are unknown to the teachers. To deal with cross-linguistic transference, nevertheless, requires professional training for instructors. And it works better to put theory into practice in the classroom. Without formal training, teachers rely entirely on their prior knowledge and gut judgment. Due to a shortage of cash and human resources, schools are unable to provide teachers with the opportunity to get training.

Furthermore, bilingualism is related to cognitive benefits, creativity, and working memory, which can improve children's academic success in a variety of courses. Moreover, abilities in the home language can be transferred to foreign language strengthening and a child's overall comprehension of language, so there is plenty of evidence that retaining and promoting the home language can provide children with more than a competitive edge at school, according to (Bouko et al, 2019).

Furthermore, Al-Meceded (2022) points out that school teacher is seen as an external motivator who simplifies and inspires students to study the target language. They are viewed as a crucial element of the teaching process, particularly in the education of foreign languages in today's era. Teachers possess various qualities such as patience, open-mindedness, the ability to create enthusiasm, and perseverance in facing challenges. They also employ different learning styles, methods, approaches, and techniques to capture the learners' attention and interest, not only in language being taught but also in other subjects taught within the classroom.

Gomleksiz (2001) emphasizes the importance of the tutor's role as a crucial factor in motivating students to learn a second language; it is evident that their contribution cannot be overlooked in the field of education. Furthermore, the success of a school teacher in teaching a second language directly impacts the achievements of the students.

Animosity of the Monolingual Environment

Romanowski (2018) points out that, relatives, friends and other people who cannot understand another language could frustrate children from communicating in L2. Parents should also avoid blaming bilingualism for any educational developmental problems that might occur in both bilingualism and monolinguals. Furthermore, parents should be proud of their children because they can speak more than one language. When the parents do that, they may give an idea to the monolingual environment that bilingual children are special. Teachers also should be aware of the attitude of monolingual students toward bilingual students. Finally, if parents and teachers follow the previous advice, bilingual children will be motivated and able to overcome any difficulties.

Previous Studies

Romanowski (2018) has conducted a study at the Completeness Journal of English Studies about Early Bilingual Education in Monolingual Environment. The study aims at evaluating and discussing the effectiveness of early bilingual education in a monolingual environment, such as Poland. The researcher has used an experimental method. The population is 22 Polish families from all over the country. The study involves 28 children-11 boys and 17 girls. They are all selected randomly from the "Intended Bilingualism Facebook Group." The tool is an interview with one parent from each family then a questionnaire consisting of twenty questions. The language used in the investigated families is English and the age of children spanned from 1 month to 7 years. This study has proven that each family is unique due to their own circumstance, and they design their own communication approach. If parents genuinely aspire for their children to become bilingual, they must have faith in the concept of bilingualism and activity inspire and encourage their children towards this objective.

Brojde et al. (2012) have conducted a study at the University of Colorado, Boulder, Co, USA about Bilingual and Monolingual Children Attend to Different Cues When Learning New Words. The study looks at the way bilingual and monolingual environments shift the way in which children weigh different sources of information when learning new words. The researchers have used an experimental method. The population is some children from different places and their parents. The sample in experiment 1 is a total of 16 monolingual (seven males and nine females), and 16 bilingual (seven males, nine females). The sample in experiment 2 is a total of 10 monolingual children (four males, six females). In both experiments, all participants from children have at least one parent who attained graduate education beyond 4 years of undergraduate degree. Thus, all children come from professional, middle-class families so; there is no difference between them. The study has proven that learning a language in a bilingual environment encourages children to pay greater attention to pragmatic cues than in a monolingual environment.

Cheng (2021) has conducted a study at Advances in Social Science, Education and Humanities Research, Volume 638 about Exploring the Difference Between Bilingual and Monolingual Children. The aim of this study is to explore whether bilingual children have better working memory skills and cognitive ability than monolingual children. The researcher has summarized previous studies and chosen the Chinese- monolingual and Chinese-bilingual children aged 48-54 months from two kindergartens, whose parents are of lower socioeconomic status and do not speak English to experiment. The study has proven that bilingual experience is closely related to cognitive ability, and the positive impact is greater than the negative impact.

Al-Jarmozi (2020) has conducted a study at Sir Sayyed College about the needs to incorporate the Communicative Approach in teaching English as a foreign language in English course for Yemeni third Art. The aim of this study is to explore the needs of Yemeni secondary school teachers of English to be able to adopt the communicative approach in teaching English, to examine the attitude of EFL Yemeni teachers towards the communicative approach to teaching English at schools and to find out those difficulties which prevent teachers from successful implementation of communicative approach at Yemeni secondary schools and the benefits that students get from being taught through the communicative approach. The researcher used a descriptive method and the tools are a questionnaire and an interview. The researcher distributed the questionnaires to seven secondary schools and 75 English teachers, and interviewed ten teachers from different secondary schools in Al-Hodeidah city. The findings have shown the majority of participants (48.30%) agreed that teachers should have a high degree of teaching ability to use a communicative approach (CA). Similarly (41.7%) of them also strongly agreed. This means that the teachers have to adjust the communicative approach in the class. This leads to the fact that the teachers should have high quality and experience in adopting the communicative approach in the classroom.

Humran (2018) has conducted a study at the University of Mysore about Code-Mixing and Code-Switching in the Speech of Typically Developing Yemeni Arabic-English Bilingual Children. This study is conducted to fill the gap in Arabic- English typically developing children who become bilingual as the effect of migration with their families to India for educational purposes. The participants of this study are thirty-six Yemeni Arabic-English bilingual children (20 boys and 16 girls) and their ages are from four to fifteen years old. These children live in Mysore- India at the time of data collection and belong to twenty-one Yemeni families from different cities. The researcher has used in this study or research the tools of a video recording interview and note-taking. Some findings have been obtained from this study, the first of which is that the age does not affect the number of English words mixed in Arabic sessions. The second one is that there is no correlation between the Arabic language level and the amount of English Communicative Method in the Arabic session. The last one is that there is a positive correlation between the English

language level and the amount of Arabic Communicative Method in the English sessions.

Al-Mecedad (2022) has conducted a study at Al-Hodeidah University about The Attitudes of Yemenis Towards the Use of English as a Second Language in Yemen. The main purpose of this study is to study the well- educated employee's attitudes toward the use of English as a second language (ESL) in the context of Yemen as their first language. The researcher used an experimental method. He used two tools questionnaire and interview. The questionnaire is with the target respondents who participated in this research, consisting of 70 employees from three companies (International al Bank of Yemen, the Middle East shipping company and Yemen Red Seaport Corporation), in the governorate of Hodeida. And respondents were chosen randomly by the researcher. Moreover, the target sample of the interview, the number is 21 interviews from the same places where the questionnaire is carried out. The outcomes of this study highlights the vast range of many reasons which underline the influential attitude and motivation factors of the employees on using this foreign language as a second language (L2) and for its utilitarian values in the system of Yemen.

Research Methodology

Type of the Research

This is a descriptive research conducted for the purpose of making descriptive information about the achievement of bilingual Yemeni primary pupils. The purpose of this research is to find out the hindrances that students struggle with. The research basically depends on a quantitative data collection method. The data obtained were analyzed using the statistical package of social, sciences (SPSS) and interpreted using descriptive and inferential statistics.

Population & Sampling

The population of this research is the sixth-grade pupils who are studying at the English section in private schools in the Capital City of Sana'a. However, the research data collecting instrument is carried out on the teachers (who have at least five years of experience in teaching sixth-grade primary pupils in the English section- private schools). Selecting teachers instead of the target pupils is done by the researchers to address the phenomenon under the research and achieve objectives adequately and precisely as the level of the pupils do not allow them to talk about the subject and give any justification for their responses. The number of the selected sample is (25 teachers) selected and based on criterion-specific method and according to their availability from the target private schools. For the ethical concern, the researchers have beforehand taken the permission from the target sample participants (teachers) and they have undertaken to the addressed sample to use the information obtained from them for the purpose of research and not any other

purposes. Researchers were also in need to take an official letter to the selected schools administrations, so that they can be allowed to implement the data collecting tool to the teachers at such schools.

Data Collection Instruments

As this research aims to determine the effect of a bilingual environment on the achievement of primary grade pupils according to the viewpoints of teachers, a suitable exploration instrument has been selected for examining and exploring the issues of being a bilingual speaker in a monolingual environment. This at the beginning was via an open interview carried out to the target teachers. The data were then collected and categorized and then used to develop the items of the main data collection instrument (closed questionnaire). Interviews were carried out to nine participants. The interviews had been conducted at Al-Jazeera School and Al-Malaysia International School. Such interviews have enabled the researchers to collect information about the effects the sixth-grade primary pupils faced and the suitable solutions to such effects. The closed questionnaire, developed from the data of the opened interview, is divided into two domains. The first domain is about the effects that it consists of seventeen items. These points describe how such obstacles can affect the achievement of the pupils in a monolingual society. The second domain is about the suitable solutions for the explored effects which consists of fourteen items. The questionnaire has been distributed to twenty-five of the target participants.

Validity of the Instrument

After writing the data collection instrument(close questionnaire), the researchers presented the first draft of the instrument to their supervisor for review and evaluation. After that, it was handed over to a group of validators(doctors specialized in the field of English language and ELT). The subsequent expert evaluation identified some remarks which were taken into consideration during modifications.

Results Interpretation & Discussion

In this section, the researchers interpret and discuss the outcomes of 25 questionnaires each of which comprises of 31 items and divided into two domains. The first domain is about the effects of bilingual educational on the achievement of the students, whereas the second is about the solutions for such effects. The questionnaire is carried out in the target schools (Al-Jazeera School, Al-Malaysia International School, Al-Amal International School, Al-Rasheed school, and Kids' Start School) in the Capital City of Sana'a. The following sections present the obtained results along with their classification, interpretation and discussions.

The Results of the First Question

The first question of the present research is to find out the effects of bilingual environment on the achievement of sixth primary pupils. To answer this question, the statistics of means, Standard Deviation and degrees were used as presented in table number (1) below.

Table (1), the effects of bilingual educational environment on the achievement of the students				
Item	N	Mean	Std. Deviation	Degree
1- Students struggle with some subjects like science because of the difficulty of the vocabulary.	25	3.88	.881	high
2- The poor background of the parents in the English language affects students' achievement negatively.	25	4.04	.790	high
3- Students cannot study at home because their parents have only one language (Arabic language).	25	3.56	1.003	moderate
4- Teachers are not qualified enough to teach English-English section.	25	2.56	1.003	moderate
5- Teachers do not receive the needed training on how to teach.	25	3.24	1.012	moderate
6- Students do not practice English language outside the school.	25	4.24	.831	high
7- Students cannot practice English language outside the school because of the other members of the society.	25	3.88	.927	high
8- The curriculums are not related to the levels of the students.	25	2.48	.918	moderate
9- Parents completely depend on school teaching and do not provide their kids with the needed tutoring.	25	3.56	.768	moderate
10- Pupils find a gap between the style and method of teaching at school and that at tutoring.	25	3.20	.764	moderate
11- Students do not study hard.	25	3.28	.614	moderate
12- Students face difficulty in the use of grammar because of the difference of grammar in Arabic and English.	25	3.56	.917	moderate

13- Students feel a burden on their shoulders when they have an Arabic subject exam.	25	3.04	1.098	moderate
14- The individual differences of students make them face difficulty in understanding the teacher.	25	3.20	.866	moderate
15- The individual differences of the students make the task of the teacher difficult.	25	3.60	.764	moderate
16- Practicing English with Arabic section students make English – English students subject for making fun out of them.	25	3.20	.816	moderate
17- Negative view of the society members have against bilingual education affects the achievement of the students.	25	3.36	1.287	moderate

From Table (1) above, it can be noticed that items (six, two, seven, and one) have received high degree that they respectively received the following means values (4.24, 4.04, 3.88, 3.88).

From the above results, it can be understood that students do not provide themselves with the chance to practice English outside the classes. They depend only on the practices which they do inside classrooms. This also indicates that the opportunities from the people around students either at schools or at homes do not enhance and encourage students to practice their English, so the problem cannot be due to the self-motivation of the students. However, it reflects the encouraging environment which is lacked either at schools or at homes.

In addition, some parents have good education, but they do not have English language. This can make students suffer because the first and most important environment of the child is their parents. When students feel that they cannot communicate with their parents affects their achievement negatively. Everything starts from the house, so students need to have daily communication in English language with their parents even if it is a simple conversation in order to promote their skills in communication. It is recommended that parents should have at least simple words to communicate with their kids because students feel confused when they speak English at school and Arabic at home. It is also necessary for Yemeni parents to use both languages (Arabic and English) at home to make a balance between the two languages as well as to develop the competence in both (Arabic and English) with the members of family.

Moreover, students cannot communicate with other members of society in English because some of them think that speaking in English may lead to obliterate the identity of the Yemeni people and neglect some features of the Arabic language.

Furthermore, there are some subjects that students find complicated to study for several reasons such as the hard vocabulary, the subject itself is difficult, and the information inside the subject is presented in a difficult way. Many teachers say that the most difficult subject in Yemeni English curriculum is science. Students and teachers alike suffer with science subject. Teachers try to replace difficult vocabulary with easy ones in order to make students understand the subject. In Yemen, bilingual education programs teach half of the subjects in Arabic and the rest in English. For example, the science subject is in English and students are struggling with vocabulary at the same time that they struggle with English grammar and the difference between tenses in English and Arabic languages. This negatively impacts their education.

Additionally, items (fifteen, three, nine, twelve, seventeen, eleven, five, ten, fourteen, sixteen, thirteen, four, and eight) obtained a moderate degree that they respectively received the following means values (3.60, 3.56, 3.36, 3.28, 3.24, 3.20, 3.04, 2.56, 2.48).

From the above results, it can be understood that teachers are struggling because of the difference between students' levels. This is because some parents completely depend on schools, so the levels of students are different because some students have a bilingual environment at home, and on the other hand, some students do not have bilingual environment at home. This can affect their level in a negative way because teachers need help from the parents in order to encourage students and improve their level. Students also cannot understand teachers when they speak with them or explain lessons. Teachers should be careful about the individual differences among the students in their class because students come from diverse background with varying learning styles, prior knowledge, and abilities. When students do not understand the teacher, their achievement may be affected negatively.

Moreover, students face difficulty in studying at home because their parents have one language (Arabic language), so when students need their parents to help them in their studies, their parents cannot give them any help. Students whose parents have a high education and can speak more than one language are likely to learn more and succeed in their bilingual education than students whose parents speak one language.

Another thing that students struggling with is the difference between grammar in Arabic language and English language. They have some differences such as in Arabic, there are three tenses, however in English, there are twelve tenses. This makes students feel confused and cannot understand grammar either in Arabic or in

English as well as the order of sentences are different and this can cause a negative transfer.

Furthermore, friends and other people who cannot understand another language could frustrate students from communicating in English. Some members of Yemeni society believe that learning English is not important at school. It can be learned in educational institutes after completing high school. They also do not encourage bilingual students to speak in English with them. The negative view of society members towards English should be changed. English is highly in this current age. Members of society have to encourage bilingual students and not frustrate them, when students cannot interact with others that make them find hardship in learning English.

In addition, motivation and efforts play a significant role in the students' academic success. Some students are careless. They do not study hard or make any efforts to learn. This leads to reflect on their achievement negatively. Parents who do not have English language and their children do not study seriously try to give a tutor in order to improve the level of their children. However, this tutoring can cause confusion and hinder students' learning because of teaching styles and methodologies which differ between school and tutoring sessions.

Additionally, the bilingual curriculums in Yemen program are half in Arabic and the rest are in English, so when the students have an Arabic exam, they feel stressed because they are familiar with English subjects more than Arabic subjects. Sometimes the curriculum is not related to the student's level and that makes students face difficulty in studying. Teachers who are not qualified enough can also affect the achievement of bilingual students because running a bilingual program without specialized training is one of the major obstacles for instructors and students alike. Teacher is seen as an external motivator who simplifies and inspires students to study the target language. Because of this, teachers have to be qualified enough and they have to receive the needed training in order to successfully impact the achievement of the students. It can be noticed that, in some schools that have both sections (English and Arabic sections), bilingual students face bullying from some students in the Arabic section. When the Arabic section students mock or belittle the English section students, it creates a hostile environment that can negatively impact the learning experience for both sections. Such behavior can lead to decreased motivation, anxiety, and a sense of alienation among English section students.

Overall, students face a multitude of challenges in their English learning journey. Difficulty with vocabulary, lack of parental English proficiency, and limited home study options due to parents' single-language households create a challenging foundation. Teachers themselves lacking adequate training and resources for the English section that they struggle to meet diverse student needs. Further hurdles include lack of practice outside school due to societal stigma and curriculum misalignment with student levels. Parents' heavy reliance on school teaching without

supplementary support, combined with the jarring transition between school and tutoring styles, adds to the student burden. Grammar differences between Arabic and English, coupled with individual learning styles and societal negative view towards bilingual education, further hinder student achievement.

The Results of the Second Question

The second question is about the suitable solutions for the effects that are presented earlier. To answer this question, the statistics of Means, Standard Deviation degrees were used as presented in table number (2) below.

Table (2), the solutions for the explored effects of bilingual educational environment in the achievement of the students				
Item	N	Mean	Std. Deviation	Degree
1- Avoiding the use of the students' mother tongue inside the class.	25	4.80	.500	high
2- The use of appropriate English teaching technique which lead to the use of the English language only.	25	4.52	.872	high
3- Monolingual translation (English – English) is recommended in the class.	25	4.56	.712	high
4- It is recommended that parents should have a great deal of background about English	25	3.60	.866	Moderate
5- Parents should speak with their kids in English.	25	3.96	.841	high
6- School and parents should provide their kids with the English Environment outside the class.	25	4.48	.918	high
7- parents should provide their kids with the necessary tutoring in the subjects they have no knowledge about.	25	4.40	.913	high
8- Students should have companions to practice English outside the school.	25	4.48	.653	high
9- Students should find other learning resources to improve their language.	25	4.40	.707	high
10- Encouragement of the parents and avoiding insulting them is a must.	25	4.76	.597	high
11- Curriculums are selected in the way that suit the students' level.	25	4.76	.597	high

12- Teachers are expected to have constant training courses in their specializations and in teaching methods.	25	4.16	.898	high
13- Poor students have to be diagnosed to be given the needed remedies.	25	4.68	.627	high
14- Teachers are supposed to put into consideration the students' levels and individual differences.	25	4.48	.963	high

From Table (2) above, it can be noticed that items (one, ten, eleven, thirteen, three, two, six, eight, fourteen, seven, nine, twelve, and five) have received high means degree that they respectively received the following means values (4.80, 4.76, 4.68, 4.56, 4.52, 4.48, 4.40, 4.16, 3.96).

From the above results, it can be noticed that minimizing the use of students' mother tongue in the classroom encourages them to rely primarily on English for communication. This promotes active engagement with the target language, leading to faster acquisition. Encouraging students to translate concepts and clarify meaning within English itself forces them to be engaged with the nuances of the language. This deepens their understanding of vocabulary and grammar, leading to more precise and effective communication. This use of appropriate English teaching techniques, implementing effective English language teaching methods that prioritize English communication maximizes the learning opportunities within the classroom. This includes techniques like Total Physical Response, Communicative Language, which emphasize real-world application and interaction. Creating an English environment outside the school is also important. Creating an environment saturated with English beyond the classroom walls reinforces the learning process. This can be achieved through activities like watching English movies and TV shows, reading English books, and engaging in English-language games and hobbies.

Furthermore, building positive relationships with parents and maintaining open communication is essential. Encouragement and support from parents significantly impact students' motivation and learning outcomes. Avoiding negativity and fostering a collaborative environment fosters trust and enhances the learning process.

In addition, tailoring the curriculum to individual student levels ensures appropriate learning challenges and avoids frustration or boredom. Differentiated learning instructions allow teachers to provide diverse learning styles and abilities, maximizing learning opportunities for all students.

Moreover, identifying students who are struggling with English language acquisition through diagnostic assessments allows for early intervention and personalized support. This can include targeted tutoring, specialized programs, or differentiated instruction tailored to their specific needs.

Additionally, having peers to practice English outside the classroom setting provides additional opportunities for informal conversation and language exchange. This fosters natural and enjoyable language use, promoting fluency and confidence in using English in everyday situations.

Consideration of individual differences, recognizing and acknowledging individual differences in learning styles, abilities, and backgrounds are also crucial. Effective teachers employ diverse teaching strategies and adapt their approaches to cater to each student's unique needs and learning preferences. This ensures equitable and inclusive learning opportunities for all students.

Besides, parents have a vital role in their children education, and one way that they can support their learning journey is by providing necessary tutoring in subjects which they may not have knowledge about. Offering tutoring shows parents' genuine interest and involvement in their children education. It signifies that they are ready to go the extra mile to ensure their kids have a comprehensive understanding of various subjects. This involvement creates a strong foundation for their children motivation and success in learning.

Furthermore, additional learning resources encouraging students to explore various learning resources like online Platforms, audiobooks, and podcasts exposes them to diverse English language content and expands their vocabulary and cultural knowledge. This self-directed learning fosters a lifelong love of language and promotes independent learning skills.

In like manner, continuous training for teachers providing teachers with regular access to training courses ensures that they remain updated on the latest pedagogical approaches and subject-specific knowledge. This professional development empowers teachers to implement effective teaching strategies that optimize student learning outcomes.

Likewise, parents speaking English with their kid's consistent exposure to English through daily interactions with parents significantly impacts children's language development. This natural exposure provides ample opportunities for practicing conversation, understanding grammar in context, and acquiring vocabulary organically.

Additionally, item number (four) has obtained a moderate means degree. It has received a mean value of (3.60).

From the above result, it can be noticed that, parents' background in English is important. When parents are familiar with English, they can provide valuable support to their children's learning journey. They can assist with homework, answer questions, and engage in English conversations at home. This creates an English-rich environment that reinforces learning and enhances language acquisition. Additionally, parents can provide guidance and encouragement, promoting motivation and a positive attitude towards language learning.

Overall, promoting English proficiency requires a collaborative effort between school and home. Banishing the students' mother tongue from the classroom and implementing English-only teaching techniques are crucial steps. Intralingual translations in English should be encouraged. Parents ideally with a strong English background should speak English with their children and create English rich environment outside of schools. Providing tutoring for subjects that parents cannot support and encouraging children to find English-speaking companions as well as additional learning resources are vital. Parents must encourage and respect their children not to insult them. Curriculums should be tailored to students' level, and teachers must receive ongoing training in both their subjects and affective teaching methods. Identifying and providing targeted support for struggling students, along with acknowledging individual learning styles and differences are essential for their success.

Research Findings

Based on the results discussed in chapter four, the main findings are:

1. Limited vocabulary comprehension that students face in specific subjects, such as science, can be attributed to complex vocabulary that presents a barrier understanding.
2. Parental English fluency limitations and the negative view of society members may negatively impact the academic achievement of students by limited English proficiency because they cannot practice and improve their English skills outside school either with their parents or other members of society.
3. The effectiveness of English language instruction might be hindered by insufficient teacher qualifications in the subject. Insufficient professional development opportunities for teachers in English language pedagogy could compromise the quality of instruction.
4. The curriculum is not tailored to students' proficiency level. Dissonance between the curriculum and students' English levels creates difficulties and demotivation.

5. Overdependence on classroom learning without supplemental support such as tutoring can impede language learning. However, this tutoring can cause confusion and reduce learning efficacy due to differences in teaching styles and methodologies between schools and private tutoring.
6. Individual differences in learning styles and cognitive abilities can create comprehension difficulties for some students even when exposed to effective instruction. The diverse learning styles, abilities, and backgrounds of students necessitate differentiated instruction and pose a challenge for educators to optimize curriculum and pedagogy for maximum engagement and learning outcomes.
7. Structural differences between Arabic and English grammar can pose challenges for students in mastering English grammatical concepts.
8. Bilingual students practicing English with Arabic speakers may face instances of humor directed at their language practices, potentially causing discomfort, insecurity, and negatively impacting their English language learning.
9. There are many strategies that can help students in their bilingual journey such as monolingual translation in English, effective English teaching methods, creating an English environment beyond the classroom, diverse language learning resources, and providing tutoring when students need it.
10. Positive parental support and encouragement play a crucial role in motivating students and fostering their confidence in learning English.

Recommendations

Several recommendations have been suggested by the researchers based on the above findings, the most common of which are:

1. Teachers and parents should promote as possible English environment as they can to encourage exclusive use of English in and outside the classroom, and to maximize exposure and language acquisition.
2. Applying English-English translation is important to strengthen comprehension and expression within the target language.
3. Parental knowledge and exposure to English can improve children's learning by allowing them to provide support and practice outside the school.
4. Collaborative efforts between schools and parents to create an English-rich environment through encouraging students to be engaged in conversations and activities with English-speaking peers outside school can significantly benefit students' language learning.
5. It is recommended to provide additional support for students in their educational weak areas through qualified tutoring in order to improve the students level.
6. It is important to promote the use of diverse learning resources (e.g., books, audio, and media) to enhance independent language acquisition.
7. Positive reinforcement and avoidance of criticism emphasize the important role of parents in protecting their children from the negative perception of society or

from bullying. This protection can encourage, motivate, and make students feel confident.

8. Curriculums must be selected and adapted according to students' individual learning levels and abilities.
9. Encouraging teachers to account for students' individual differences and skill levels when developing instructional strategies is a must.
10. School should hold professional training programs for improving teachers and focus on English language teaching methodologies as well as pedagogical issues to create a successful bilingual environment.

Suggestions for Further Studies

This research does not include all grade levels, so it has a small number of participations. Specifically, it focuses only on the perspective of experts (teachers who have at least five years of experience in teaching sixth-grade primary pupils in the English-English section- private schools). Therefore, the researchers would recommend the following:

1. While this research relies on expert opinions, further studies could involve directly surveying students as their developmental level allows them to provide further insights and perspectives.
2. This research focuses on sixth-grade students. Further researches could track the same students over time, revealing the longer-term impact of the bilingual study programs on their English proficiency and academic performance.
3. This research mentions societal pressures, therefore, further researches as well as in-depth studies could be conducted to understand the specific cultural and social factors that hinder or support bilingual education in Yemeni society.
4. Further researches could also analyze teachers training and investigate the effectiveness of existing teachers training programs for bilingual education in the Yemeni monolingual society. This could explore potential improvement and provide teachers with the necessary skills and strategies.
5. Exploring the reasons behind parental limitations and developing strategies to encourage students' involvement in a mono-English environment. It can also support the students' bilingual education.

By addressing such suggestions, future studies can build upon this research's findings and provide deeper insights into the complexities of bilingual education in monolingual environments. Ultimately, contributing to improved programs design and implementation for optimal students outcomes.

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