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The Effectiveness of the Dual-Language Method both in Teaching and Performance

A B S T R A C T

The dual language method can be the solution for the deficiency in the English language level of the students in the Kurdish schools. Advisors insist that English be taught in English only in Kurdish schools. Students' level does not meet the required level. Thus, proving the effectiveness of a new method and presenting it to the administrators are the goals of this research based on studies accomplished to prove its impact. A question that arises here is whether this method is really useful. This research supposes this bilingual method has an efficacious result on the students' educational process. This method proved itself- through the reviewed studies in this study to be effective concerning not only cognitive skills as essential requirements for the best performance but also high scores in other curricula, bilingual achievement, English proficiency, academic achievement, high mathematical scores as well as increasing bilingual performance. English was the participants' native language in the studies and were instructed in English and Spanish thus the situation in our country is similar as the students speak Kurdish and the instructions can be given in Kurdish and English because the level of students in the English language is not conducive to the desired results from teaching this language. Consequently, this method applies to Kurdish native speakers given that many studies have confirmed its success in teaching a second language in a bilingual medium. Further practical studies are needed on our students by comparing the consequences of teaching two groups by using the one-language method and the dual-language method considering the period of the study for accurate results

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فاعلية طريقة اللغة المزدوجة في التدريس والأداء

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استخلاص

يصر المستشارون على أن يتم تدريس اللغة الإنجليزية باللغة الإنجليزية فقط في المدارس الكردية. - مستوى الطلاب لا يرقى إلى المستوى المطلوب. وبالتالي فإن إثبات فعالية الطريقة الجديدة وعرضها على الإداريين هي أهداف هذا البحث بناء على الدراسات المنجزة لإثبات تأثيرها. السؤال الذي يطرح نفسه هنا هو ما إذا كانت هذه الطريقة مفيدة حقًا. يفترض هذا البحث أن هذا الأسلوب ثنائي اللغة له نتيجة فعالة على العملية التعليمية للطلاب. أثبتت هذه الطريقة فعاليتها ليس فقط فيما يتعلق بالمهارات المعرفية كمتطلبات أساسية لأفضل أداء ولكن أيضًا فيما يتعلق بالدرجات العالية في المناهج الأخرى، والإنجاز ثنائي اللغة، وإتقان اللغة الإنجليزية، والتحصيل الأكاديمي، والدرجات الرياضية العالية بالإضافة إلى زيادة الأداء ثنائي اللغة. كانت اللغة الإنجليزية هي اللغة الأم للمشاركين في الدراسات وتم تدريسهم باللغتين الإنجليزية والإسبانية وبالتالي فإن الوضع في بلدنا مشابه حيث يتحدث الطلاب اللغة الكردية ويمكن إعطاء التعليمات باللغتين الكردية والإنجليزية لأن مستوى الطلاب في اللغة الإنجليزية مرتفع لا تؤدي إلى النتائج المرجوة من تدريس هذه اللغة. وبالتالي فإن هذه الطريقة تنطبق على الناطقين باللغة الكردية، حيث أكدت العديد من الدراسات نجاحها في تدريس لغة ثانية في وسط ثنائي اللغة. هناك حاجة إلى مزيد من الدراسات العملية على طلابنا من خلال مقارنة نتائج تدريس مجموعتين باستخدام طريقة اللغة الواحدة وطريقة اللغة المزدوجة مع مراعاة فترة الدراسة للحصول على نتائج دقيقة.

الكلمات المفتاحية: إنجاز أكاديمي؛ ثنائية اللغة؛ برنامج ثنائي اللغة؛ المهارات المعرفية. إتقان اللغة الإنجليزية؛ تعلم اللغة الثانية

. Introduction

The deficiency in the results of learning English as a second language is the undesired outcome of learning it in Kurdish schools. The researchers Ghafar and M.Amin (2022) conducted a study to find out the various linguistic problems the Kurdish students encounter in learning English as a second language and they discovered that “the participants encountered several challenges in speaking English, such as pronunciation issues with English

vocabulary, low self-confidence, problems with grammar in use, lack of vocabulary, environment, Factors Influencing Course Content, insufficient education, the instructor, and Various Teaching Factors, Aspects of the Culture of the Classroom, interpersonal issues and mother language and accent”(p. 288). So, adopting new and better ways to help the students become more proficient in the English language is important since English Language is a universal language and is demanded heavily almost in every job. Learning new languages-especially English is a challenging process for non-English speakers. There are many teaching methods for teaching English and other curricula, like the dual-language method, the one-language method, and the grammar-translation method. In this study, the subjects of the dual-language method versus the one-language method will be discussed to prove the effectiveness of a bilingual program both in teaching and performing utterances, which is based on using the native language and the foreign language in giving instructions. This study hopes to prove the validity of this method to be adopted in the Kurdish schools to eliminate the big problem of the students’ low-level in English.

Teaching a foreign language includes transferring information from the teacher to the learner. This information includes the vocabulary, grammar and sounds. There are many factors which determine the quality of this process. The most important one, in some classrooms, is the teacher being able to be bilingual and is experienced with culture, syntax, semantics and phonetics of both languages- the native language and the target language. The dual language method develops bilingual learners who unintentionally are introduced to foreign social life and culture because the teacher has to mention and teach them about that while transferring between the first and second language to teach any of their subject materials. Hassan and Salih (2025)

explained that “despite the fact that the process of language settle on the first language, it also affects the child’s language, mind and culture. For example, in a survey question, when you ask the child “you can tell us the names of how much feast. Directly they say “Halloween and Christmas,” which is clearly influenced by the language and culture of the second language (p.103). The students have different kinds of questions during the class and the teachers should be prepared to answer them. If the teachers cannot use the native language of their students, then it will be more difficult for them to answer the questions clearly and understandably. Moreover, the explanation will take more time until they understand.

The exploration of this study is reviewing what the researchers’ beliefs about the dual language and one-language programs are, which support the protests of Thomas and Collier (2003) about the benefits of dual language method. Moreover, this study investigates what these researchers concluded and write about developing high-quality language programs and new strategies for improving the cognitive abilities of second language learners through the studies and research they achieved. Further exploring is devoted to proving the effectiveness of the bilingual program so it can be adopted in teaching the English language in Kurdish schools.

Teachers & students communicate and discuss the subject materials both in their native language and target language simultaneously inside the class such as grammar or vocabulary to meet the intended purposes of the using two languages in the teaching-learning process. Teacher and student are both important in the process of education. The teacher learns and gains experience from the teaching process and the mistakes of the students. The major point is using the dual-language method, as many scholars pointed out in the reviewed studies, in teaching language. Chomsky (1957) defined “language” as “a set

of (finite or infinite) sentences each finite in length out of finite sets of elements and constructed” (p. 2). According to Chomsky, human beings need language to communicate, and this is a unique feature that distinguishes them from other creatures besides they need an infinite number of utterances to master a language so they can communicate using it. Tonkin (2003) explained that the social studies teacher and the language teacher each explain “language “from his perspective, but he protested that ”social studies as a subject is incomplete without a knowledge of the role of language as a factor in human social, political and economic behavior, and language study is incomplete without an understanding of the social setting of language” (p.1). The role of the teacher is to choose the best method and this depends on many factors. According to Anthony (1963) a “method” is “a set of procedures, i.e., a system that spells out rather precisely how to teach a language” (as cited in Celce-Murcia, 1991, p. 5). The practical aspect of any teaching method is something different from a mere procedure because many factors control it.

The class circumstances determine what will happen inside the class despite how much the teacher planned previously, the teacher should plan for his class thoughtfully depending on their age, backgrounds, their scientific levels and his/her teaching experience as well as coincidences may occur. Prator (1991) explained that using any method is controlled by the teacher’s ideas and what he will achieve in the class. He confirmed ” In any given classroom the teacher should have as clear an idea as possible of what she/ he wants to accomplish and should choose the techniques and materials accordingly” (p.17). No one can predict what will happen inside the class or can apply any teaching approach perfectly. There are different students from various backgrounds whose minds are different and as a result, their reactions and questions will be different throughout the class. The age and the grade level of the students have

an enormous effect on the teaching process. Also, the important factors are the environment as well as the relationship between the teacher and the students. In addition, what the teacher studied and learned previously affects what will be taught, and the method that will be used. So, teaching and applying the plan should be taken into consideration whatever the teaching method is followed. Therefore, the teacher's plan for applying “the method” is an important matter and is controlled by many factors.

The dual-language method instructs the learners by using the first and second languages inside the class (Alanís & Rodríguez, 2008). Some aspects of learning English are abstract such as studying and learning phrasal verbs which have totally different meaning from the main verbs in isolation that are consisted of. Therefore, the students face difficulties in understanding them.

AL-Khalil (2023) in her study concluded that translating- using the English language and the mother language- the meaning of phrasal verbs is important for the students to understand the meaning of them by saying “They simply tend to use verbs or VPs with a more literal and direct meaning instead, as in the case with "pick up" that has different meanings in different contexts, from the meaning of the words that make up the PV together” (p.800). Therefore, applying dual language method in teaching phrasal verbs is more effective since their meaning in English is unpredictable unless it is translated into mother language of the students.

In some countries and according to the advisors, such as the Kurdistan region, it is prohibited for teachers to give instructions using any language other than English during the English class. Administrators have a view that using a native language in the class negatively affects the students’ ability to speak English. However, Thomas and Collier (2003) showed the reverse through their longitudinal studies which lasted many years. They maintained that using

both languages in the classroom is preferable to only using the target language. On the other hand, the one-language method or the direct method is another style of teaching by instructing the foreign or target language only. Many schools in the United States increasingly adopted the dual language method. The leaders of these schools believe that this is the best way for learners to learn a language and other scientific content.

In the direct method, no translation is allowed for the students to learn how to converse in the foreign language, and the main condition to perform this is the students should learn how to think in the target language (Larsen-Freeman, 2000). She completed her study in a class at a lower secondary school in Italy. The thirty students attended the English class for one hour, three times a week. Many researchers argued about the best teaching method. Some supported the dual-language method and others sided with the one-language only method. Each group maintained the position and ideas presented based on experience and scholarly research. The argument about whether or not to use one language or two in teaching has been argued since the last century. According to Greene (1997); Ramirez, Yuen, Ramey, and Pasta (1999) “the debate about whether “bilingual” or “English-only” instruction is better for English learners has been long and rancorous. In the 1990s, several large-scale studies and meta-analyses showed that English learners made slightly higher gains per year in typical transitional bilingual programs than they did in typical English-only programs” (as cited in Thomas & Collier, 2003, para.7).

Also, according to Landry (1974), Marcos (2001), and Weatherford (1986) “children who study a second language are more creative and better problem solvers than students who do not study a second language” (as cited in Stewart, 2005). Fiestas and Peña (2004) examined in their study the effect of language on bilingual children’s performance. Moreover, Alaní and

Rodríguez (2008) performed a study on pre-kindergarten and kindergarten schools and concluded that “the dual language program has been educating children in English and Spanish since 1995 and serves as the bilingual program for the campus” (p. 308).

2- Hypotheses

This study hypothesizes that learning a foreign language such as English using a dual-language method has positive effects on several cognitive abilities of the learner. The most significant consequences in studies reviewed in this study are the ones belonging to the ability in performance. These results include bilingual performance, code-switching while producing utterances, subject materials strengthening, high test scores in other materials as well as the transfer of the skills acquired to other studying materials and further academic areas. In the case of proving the effectiveness of this method throughout this study on many cognitive abilities, then it is efficient to be adopted in the Kurdish schools.

3- Importance of the Study

In the Kurdistan Region of Iraq, the formal language of teaching in schools is Kurdish for the whole curriculum. The English language is taught as one material, and no native language use is allowed inside the class following the directions of the advisors which is the direct method. My personal opinion supports adopting the dual-language method in teaching because this situation is extremely common in teaching in my country since our students speak Kurdish. Approving the effectiveness of bilingualism both in teaching a foreign language in the class and performance as a result of the learning process as well as presenting this method to administrators of the teaching system in the Kurdistan region are the goals of this study

4- Research Question

The present study is to confirm the benefits of the dual-language method in teaching the English language. Therefore, the research question for this study will be; is adopting a bilingual program in teaching the English language effective in the Kurdish schools?

5- Literature of the Review

In the dual-language method, two languages are used in giving instructions to teach either a language or other subject materials inside the classroom as Alena G. Esposito (2021) demonstrated that “dual-language education models teach academic content through two languages, such that children learn both languages and the content as they progress through school” (p.2). Students unconsciously learn foreign language and scientific contents of all materials taught in first and second language. She continued by presenting the function of this method saying “the 3 primary goals of dual-language programs are to support academic achievement, develop bilingualism and biliteracy, and foster sociocultural competence” (p.2). Phrasal verbs are an example of subject materials that their meaning is doubtful and cannot be inferred from the word in isolation. AL-Khalil (2023) referred that their meaning is dubious and affirmed “Semantically, PVs have multiple meanings with their particles some of which are almost idiomatic and unpredictable, thus uneasy to infer by EFL learners, especially when these verbs are used out of context, or informally in written texts and formally in speech. The meaning of "put on", for instance, has nothing to do with the meaning of the verb (put) in isolation” (p.800). Therefore, using two languages in interpreting their abstract meaning, including interpreting cultural aspects to declare their meaning, is more efficient for attaining students’ academic achievement, developing their bilingualism and growing sociocultural learners.

Dual language method is a means to teach foreign language and other curricula, hence going over some of the researchers' opinions about the terms "language" and "method" is worth mentioning. Chomsky (1957) defined "language" from his opinion as he saw it. Tonkin (2003) presented in his study the strong relationship between language and society. Language and society are very connected terms and learners need English language if they intend to socialize and introduce to other cultures. Teaching language is a wide field and has many "ways" to follow where each has a different name and criteria that is why it is crucial to refer to (Celce- Murcia (1991) who named and classified them differently and elaborately but is beyond the objectives of this study. She mentioned that terminologically "method", "techniques", and "approach" are not the same. So, she presented three different definitions that were provided by Anthony (1963). Thus, having an overview about the terminology of "language" and "method" is important.

Many researchers conducted longitudinal studies about the dual-language method to prove its effectiveness in multiple fields belonging to the second language learning process, in addition to that, they were looking to find whether this method could achieve the goals of the education process which implies all aspects and fields of learning. In referring to the importance of following the dual language path in teaching math, one of the groups that were interested in is Sangmi Park, P. Lital Dotan & Alena G. Esposito (2022) who aimed to "investigate whether dual-language education benefits children's mathematics achievement and examine executive functions as a potential mechanism through which dual-language education influences math achievement" (p.1). Thomas and Collier (2003), Stewart (2005) and Alanís and Rodríguez (2008) also all supported the idea of using this method in teaching after they had performed their research. They came to the same

conclusions since the goal of all these studies is to prove the high-quality performance of bilingual students. A class of different backgrounded-students has advantages because the teacher has to translate a subject into all languages and they will be subjected to many languages and cultures in return which sharpen their comprehension and output. Fiestas and Peña (2004) explained that children speaking different languages who are from different cultures can perform productively and differently in both languages. Each academic field was investigated through applying the dual language method by researchers to find out the cones and usefulness of applying it on that field. Academic performance had a share in the large number of studies related to dual-language method as Alena G. Esposito (2021) performed a study aiming to find an answer to “is there an academic advantage for children enrolled in two-way dual-language compared to mainstream English education in an area of rural poverty” (p.4). Larsen-Freeman (2000) completed her study about one-language method, and she explained many points why to use this method. Considering the reverse effect either positive or negative of the first and second language on each other, Krashen (1981) conducted a study to find whether the first language has a bad effect on second language learning. However, both Krashen’s studies are out of the range of this study. The dual language method versus the one language method in teaching language and content materials holds a valuable advantage that attracts the attention of the researchers to prove its effectiveness in the field of second language learning process.

6- Discussion

Several schools in the United States use both English and Spanish or English and French to give instruction as mentioned in Alena G. Esposito (2021), “in two-way dual-language education, classes aim for a 50/50 composition

between speakers of the paired languages (language pairings vary; English/Spanish is common in the U.S.)” (p.2). Choosing the language of instruction depends on many factors and one of them is the nationality of the majority of the students in that area. The system of this program is applied either by subject matter or level. According to Stewart (2005), “some schools divide the use of the languages by time and others by subject” (p. 12), he continued that some of the schools use one of the languages in giving instructions for half of the day or half of the week in the elementary years. The dual-language program starts from kindergarten and extends until the fifth year in some places then it stops. There are many schools in which the dual-language method continues with the students until middle school and high school.

6.1. Bilingualism Achievement

The researchers clearly showed through their studies that there are many advantages to using the dual-language method. Moreover, these advantages confirmed the effectiveness of the dual-language program. Alanís and Rodríguez (2008) explained that “the promise of dual language education has spurred a movement in the field of bilingual education to shift from remedial programs to enrichment forms of bilingual education” (p.305). This matter comprises many aspects which have benefits for the students in the end. Tonkin (2003) confirmed such benefit concerning bilingualism, saying: “They may well opt for bilingualism, using one language for certain domains (family life, religion, community life), and another for other domains (employment, mass media and education)” (p.7). This situation can be explained as a diglossia. The students of the bilingual program will be bilinguals in the end and they can code-switch in certain situations. Fiestas and Peña (2004) also explained “the limited studies of bilingual children suggest that they may

produce different narratives in each of their two languages” (p.155). That means the children of bilingual environments can perform in both languages they learned. Furthermore, they confirmed that they conducted the study to focus on the effects of language and task on the production of narrative discourse. From this point, their expectations for bilingualism were “linguistic differences, cross-cultural differences in the expectation of narrative tasks, and elicitation procedures may all impact bilingual children’s performance on discourse tasks, such as narration, in comparison to monolingual children” (p. 158).

6.2. English Proficiency

Through the dual-language method, students can improve their pronunciation of the target language. This method helps them to achieve near-native pronunciation if it is adopted at an early age. This is included in Stewart’s (2005) study, “These younger students question language structure less and are able to pronounce the language with ease and pronunciation that is near to that of a native speaker” (p.14). Also, Thomas and Collier (2003) through their study, in which they tried to prove whether the dual-language program is effective, proved that this program helps non-native students to achieve English proficiency. Moreover, Alanís and Rodríguez (2008) came to the same conclusion concerning oral proficiency, “this situation empowers native Spanish and native English speakers by promoting native Spanish and English language development” (p.317). Generally speaking, a dual-language program influences improving speaking English skills, which is one of the goals of teaching in English.

6.3. High Scores Achievement

The dual-language method boosts the scores of the second language and other materials as many studies confirmed that. Thomas and Collier (2003), after

they conducted their study in Houston, Texas in 2000, concluded that “native English speakers who had been in the two-way dual-language programs for four years scored between the 63rd and 70th percentiles in total reading scores on the Stanford 9, whereas the scores of native English speakers in the mainstream hovered around the 50th percentile” (para, 17). The participants were native English speakers and African Americans, who had high scores recorded and acquired the second language. Stewart (2005) concluded in his study that dual language also has effective results in achieving improvement in academic areas which leads to the achievement of high scores in standardized tests. In addition, other researchers have discovered the same results regarding high scores because of adoption programs like dual language. Thomas and Collier, (2003) explained that native English speakers in these programs, despite learning through two languages, excel in their native English, scoring higher than their peers who study only in English

6.4. Improving Cognitive Skills

The dual language amplifies the students’ cognitive abilities according to many studies. These studies overtly indicate that the dual-language method is an effective tool for improving cognition skills. These mental abilities concern many aspects relate to the mind’s development. Mastering grammar and vocabulary of the English language are essential elements of developing these skills for better communication. For instance, if a speaker does not know the meaning of the phrasal verbs, then he/she cannot communicate fluently. Al-Khalil (2023) mentioned that “as part of learning English grammar and vocabulary, learning and studying EPVs constitute an essential means for successful communication and fluent speech in English. Hence comes the importance of knowing the very special meanings and the various structures of PVs in the process of learning and teaching EFL through learning the basic

language skills as reading, writing, listening and speaking (p.807). The interaction and communication, through a dual-language program, enable the students to interact with society outside the class. They become creative, social, and analytical thinkers. Moreover, their problem-solving skills are greatly enhanced. There is a probability that such benefits, which are related to these skills, to transfer to the other academic areas.

This situation is recognized not only in the United States but also in England and Latin America. According to Stewart (2005) “dual-language preschool children in London, England, exhibited cognitive advantages, performing tasks when compared to single-language children of the same age who were performing the same tasks” (p.14). Stewart (2005) reported that in California and Puerto Rico, the students’ cognitive flexibility in bilingual programs showed measurable improvement. Some of the programs that adopt the dual-language method have a main goal of reducing the achievement gap between native speakers and non-native speakers in all subject contents. This goal can be achieved through the dual- language rather than one- language. Thomas and Collier (2003) came to a similar result concerning cognition, ” the cognitive stimulus of schooling in two languages, which leads to enhanced creativity and analytical thinking, native English speakers who are lagging behind academically receive the accelerated instruction necessary to close the achievement gap” (para. 2).

6.5. Academic Achievement

Alena G. Esposito, (2021), reached to a conclusion saying “importantly, both native and non-native English speakers in dual-language education programs perform as well or better academically than their peers in mainstream English classrooms” (p.2) and continued “in sum, there is evidence for an academic advantage in bilingual education models (p.4). Her conclusion sums up all

what is discussed above because “academically” implies all fields of study. Moreover, Alanís and Rodríguez (2008) found the same results as the other studies about academic achievement, “the length of time spent in a dual language bilingual program is positively correlated with student academic achievement” (p.309).

In dual-language programs, the students are subjected to learning the academic materials in both languages unconsciously. They will recognize the differences in grammatical structures and vocabulary. For example, they will be able to recognize the position of an adjective and a noun in the sentence in both languages. According to Cumming-Potvin, Renshaw, and van Kraayenoord (2003), “children who study a foreign language tend to develop new perspectives and depth of understanding about the vocabulary and structure of their first language” (as cited in Stewart, 2005, p. 14). Stewarts (2005) continues that “these children not only develop an ability to reproduce those sounds in a way to make meaning but also begin to compare and contrast the ways different languages use combinations of letters and sounds to create meaning” (p.14). He further confirmed that dual-language programs develop the students’ cultural outlooks, which leads to enhanced comprehension in other classes, such as social studies, science and music.

6.6. High Mathematical scores

It appeared that the dual-language program has benefits that relate to subjects such as mathematics. This is affirmed through the studies conducted about this program. One of them is the study conducted by Sangmi Park, P. Lital Dotan & Alena G. Esposito (2022) concluding that “children in the dual-language education program had higher math scores as well as higher executive function performance” (p,1). Alanís and Rodríguez’s (2008) research, “TAKS [Texas Assessment of Knowledge and Skills] results for

reading, mathematics, and science indicate that students at City Elementary progressed in academic areas better than other students in the district and across the state based on state accountability standards” (p.311). Stewart (2005) found that the math scores were increased through the dual- language program, he explained that “by Grade 6, test scores of immersion students in mathematics and writing surpassed those of students in the regular program” (p.14). Alanís and Rodríguez (2008) confirmed the same result, through their analysis, “TAKS scores for English mathematics indicated that students consistently outscored their peers across the district and across the state, with an impressive 100% passing rate for the 2000–2002 academic years” (p.310). Thus, it can be inferred that the dual-language program is an effective method since it has a measurable positive impact on mathematical scores and test results.

6.7. Bilingual Medium Boosts Learning

The most significant characteristic of the dual- language program is that it never impedes the learning of both languages at the same time. Krashen (1981) contended that the students’ understanding and comprehension of their first language will have no negative effects on the second language learning process. As a result, the native language does not have negative consequences on learning the second language according to studies. Kurdish and English will not interfere with each other in the learning process. No one will impede the other as English is taught as a language and Kurdish too besides all the other materials are in Kurdish. Alanís and Rodríguez (2008) came to such conclusion in their study, “it appears that the dual language program’s use of Spanish did not retard or impede children’s acquisition of English or their English academic achievement” (p.311). They added the native language increases the students’ ability to communicate in the second language. De

Jong (2002) and Mora, Wink, and Wink (2001) posit that “exposure to the second language is important because learners can hear the language being used in different contexts and have extensive opportunities to use the target language” (as cited in Alanís and Rodríguez, 2008, p.309).

6.8. One-Language Method

There are many supporters and others against the dual-language program. Those groups that oppose the dual-language program method hold the view that the one-language method is the best approach for teaching both the language and other scientific and social science subjects. As a reminder, Larsen-Freeman (2000) defined the direct method as, transferring the meaning of a word to the student directly in the foreign language without using the native language through the use of other methods or aids, which is similar to the teaching system in the Kurdish schools. She started her research by observing how the teacher instructs in the target language. She observed how geography classes are taught in the United States. She claimed that teaching, and especially reading, must be taught from the beginning of language instruction. The teacher should demonstrate and not explain or translate. This approach aims to urge the students to make a connection in their minds between the meaning of the second language and their first language.

Larsen-Freeman (2000) concentrated on one important condition: that the students should use the vocabulary of the second language in the context, such as phrases and sentences and not only store a list of foreign language words. She continued that the students correct their grammar mistakes unconsciously when the teacher asks them to choose from two options. This is one of the techniques used to achieve self-correctness. The direct method that is adopted in Kurdish schools is not efficient because the students' level of English language is very low due to many reasons that are beyond the scope of this

research but one of them can be mentioned here; from the primary levels, the teachers did not teach them correctly and did not introduce them to the basics of the English language. They reach a high level and they are not familiar with the “verb to be”. Larsen-Freeman (2000) explained how to improve the students’ ability to speak in a foreign language by leading them to communicate inside the class; they are urged to ask questions about each other. The Kurdish students are not able to communicate in English even by using simple sentences because they lack all the mentioned points characterizing the dual-language method.

In some low levels, there is a need to use visual aids as additional support tools because the direct method does not allow translation to the native language. But the visual aids have default in return. They are not efficient in demonstrating abstract concepts and some adjectives. Thus, returning to the dual-language method is the solution that results from instructing by one language. What can be inferred from this viewpoint is that the dual--language program fits more to the Kurdish students because abstract information and concepts cannot be transferred to them in a one-language program (English only) without translation.

Through these studies, it can be demonstrated that the dual-language method will improve students’ cognitive abilities. Moreover, all the above studies proved the numerous advantages of the dual-language method that implies different aspects of science rather than the one-language method or the direct method.

7- Conclusion

Besides the advantages of learning a foreign language, it increases a child's cognitive abilities, enhances achievement in other subjects, and is associated with higher scores on tests. Children who begin the study of a foreign

language grow more native-like use of the language and tend to pass the learned skills to reading, math, and other academic areas. Longitudinal research and studies have proved that this dual-language method is more effective. Also, it does not have negative side effects on learning the second language or studying other materials, but it has a benefit in return which is achieving bilingualism. Since the dual- language does not affect learning the second language and it has many benefits as discussed so far, then all the points that are explored in this study lead to bilingualism and cognitive skills, English-like proficiency and code-switching in performance, which all are the goals from including learning English in the curricula. So, a bilingual program is effective both in teaching the English language and performing utterances and can be useful for Kurdish students who have low English level.

This study explores many benefits of using dual-language methods in teaching both the language and the curriculum in many foreign countries. Moreover, it approves the efficacy of this bilingual method in teaching English as a foreign or second language. As a result, adopting this method to teach the English language in Kurdish schools will achieve the desired results from the English language lesson and promote the level of our students. These reviewed studies proved its effective effect then it can be applied to our students and can have benefits too.

8-Implications, Suppositions and Recommendations

This research indicates the effectiveness of the bilingual method, which has been examined theoretically, and therefore the effects of this method can produce the desired results in teaching English to non-native speakers. A generation will be prepared that is proficient not only in communicating in a foreign language but also has cognitive skills in various methodological

lessons and areas of life, as proven in the studies on which this research is based.

The results emerging from studies in foreign countries could be a way for conducting similar studies here to prove the effectiveness of this method practically in the field of teaching methods.

In light of reviewed literature and the results reached by the reviewed practical research as well as the theoretical results reached by this study, it is recommended that a practical study be conducted on a group of our students following this method and comparing it with another group that follows the monolingual method over no less than three years to follow the development of linguistic, cognitive skills and life skills with the supposition of this method will have positive effects on our students resembling the results of the studies that have been reviewed in this study and consequently can be applied in the Kurdish schools. Bearing in mind, the teachers must be at least bilingual and speak the mother tongue of students participating in the study so they can give instructions in both languages.

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