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**Parental Training Programs in Enhancing Bilingual Children's Foreign
Language Learning : A Case Study of Parents in Touggourt**

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Dedication

To my loving family

I dedicate this thesis to my loved parents who have been my source of inspiration and gave me strength . They always teach me to trust In Allah , believe in hard work and teach me that so much could be done with a little .

To My sisters Romaysa and Wassila and my nephew Mazen , the dearest to my heart , and my brother Zohir , for being there for me .

To my sweet friend Ibtissam , I am proud to say that our collaboration and team work made this possible .

Asma Djennat Debabi

Dedication

First and foremost, I dedicate this work to my beloved mother, whose endless sacrifices, unwavering support, and unconditional love have shaped who I am today. Words will never be enough to express how deeply grateful I am for everything she has done for me.

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Abstract

This study investigates the role of parental training programs in enhancing Foreign Language Learning among bilingual children. In today's increasingly multilingual world, children are frequently exposed to more than one language, and parental support has been identified as a crucial factor in their language development. The research aims to explore how structured training and guidance provided to parents can positively influence bilingual children's acquisition of a foreign language. A mixed-method approach was adopted, combining quantitative and qualitative data collected through a questionnaire administered to 20 parents of bilingual children. The findings indicate that parents who received appropriate training demonstrated greater involvement and used more effective strategies in supporting their children's language learning at home. The scope of this can significantly shape how core language skills—reading, listening, speaking, and writing develop. The results also show that assessed parental attitudes, quantified language exposure, and observed consistency significantly impact children's progress. Moreover, the study highlights some difficulties identified in bilingual children, such as reading comprehension and writing difficulties, which can be mitigated through informed parental support. The study concludes by emphasizing the importance of implementing well-designed parental training programs and suggests future research to develop culturally and linguistically tailored models for diverse bilingual settings.

Key Words : Bilingual Children - Parental Programs - Language Development - Second Language Learning

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General Introduction

General Introduction

Introduction

1. Aims of the study
2. Statement of the Problem Background of the study
3. Research Question
4. Hypothesis
5. Definition of Key Terms
6. Research Methodology Design and Tools
7. Structure of the Study
8. Limitations

Introduction

In multilingual societies, Foreign Language Learning has become increasingly important, especially for bilingual children. These children often grow up balancing two languages or more, and the introduction of another new language requires structured support. Parents play a vital role in supporting their bilingual children's language development through daily interactions. Yet, many parents may lack the necessary strategies or confidence to guide their children in learning a new language effectively. Parental training programs offer a solution by equipping parents with the tools and knowledge to actively support bilingual children's foreign language learning . This research explores how such parental training programs can improve children's foreign language learning and strengthen the role of parents as facilitators in their academic journey.

1. Aims of The Study

The aim of this research is to investigate the impact of parental training programs on the development of parental training programs in enhancing foreign language bilingual children learning . As children grow up navigating languages , the introduction of a foreign language may complicate their linguistic environment . in such situations , parents play a crucial role in shaping their bilingual children's learning in success by following some specific norms .

This study focuses on how structured training programs can transform parental involvement—providing them with both the knowledge and tools to actively support their foreign language bilingual children's learning .

Specifically, this research aims to

- Explore the extent to which parental training programs influence parental practices.
- Assess how these practices affect bilingual children's language development at home.
- Identify key elements of effective parental training programs designed for bilingual children learning .

2. Statement of The Problem

Despite the increasing recognition of the role parents play in supporting their children's bilingual and Foreign Language Learning, many parents lack the skills, strategies, and confidence to effectively guide their children's language acquisition. While research confirms that parental involvement is a key factor in language success, there is limited focus on structured training programs specifically designed to empower parents of bilingual children in Foreign Language Learning contexts. This gap in practical parental training creates a barrier for families seeking to enhance their children's language proficiency. Therefore, this study addresses the problem of insufficient parental training by investigating how

targeted programs can equip parents with the necessary tools to foster and improve bilingual children's Foreign Language Learning at home.

3. Research Questions

To guide the investigation into the impact of parental involvement on bilingual children's language development, the following research questions have been formulated

1. How can parental training programs enhance foreign language learning for children?
2. What challenges do parents' face in implementing training strategies at home ?

4. Hypothesis

Parents who participate in training programs are more likely to consistently apply structured Language learning strategies to enhance their bilingual children's Foreign Language Learning.

5. Definition Of Key Terms

Bilingual Children : "Bilingual children" are children who are able to use two languages, especially with a high degree of fluency, or who habitually use two languages in their daily communication

.(Oxford English Dictionary (OED)

Parental Programs : Structured initiatives designed to educate and support parents in fostering specific developmental outcomes in their children , including language acquisition , academic skills , or social behaviors . (Oxford Dictionary of Education 2015)

Language Development : The process by which children come to understand and communicate language during early childhood. (Oxford Learner's Dictionary)

Second Language Learning : the process by which people learn a language other than their native language (L1) . this may take place in a formal educational context . (Oxford University Press (2011).

6. Research Methodology Design and Tools

6.1 Sample of Study

This study is carried out on a number of twenty (20) parents of bilingual children. And it is limited to 1 questionnaire (no interview , observation) . The reason for choosing this sample is that parents play a vital role in their children's language development, especially in bilingual settings. Their experiences and insights are essential in understanding the practices they adopt, the challenges they face, and how effective the training programs they receive are. For this sample, we use a non-random sampling strategy because the questionnaire is directed specifically to parents of bilingual children who have had experience with training programs.

6.2 Means of the Research

To investigate the aims of this study, we applied a quantitative approach as a research design. For collecting data, we used a questionnaire as the main tool, which is distributed to the selected parents.

The questionnaire aims to gather data on parental practices, the challenges they face in raising bilingual children, and their perceptions of the effectiveness of training programs provided to them. This tool allows us to collect measurable information that supports the objectives of the study in a structured and clear manner .

7. Structure of The Study

The present study is divided into two main parts. The first part is the theoretical part, which consists of one sections.The first section focuses on Bilingualism in the sociolinguistic context . It presents definitions of bilingualism, its types, benefits, related theories, the effects and difficulties of bilingualism on language acquisition and learning.The second section deals with Parental Training Programs, including their definitions ,importance, major strategies, and relevant theoretical models. It also explores the role of parental training in supporting children’s language learning.

On the other hand, the second part of the research the practical part contains chapter Two which is composed of section three that outlines the methodology of the study, participants and research instruments . It also includes the parent’s questionnaire, the description of the questionnaire , the administration of the questionnaire , presents the analysis and discussion of results, followed by a general conclusion. This chapter discusses the findings, interprets them in light of the theoretical framework, and provides pedagogical recommendations .

8. Limitations of the Study

This study, despite its relevance and significance, faced several limitations that should be acknowledged.

First, the sample size was limited to only 20 parents of bilingual children. This was primarily due to the difficulty in accessing a larger number of participants who met the specific criteria of the research. As the study focused on a niche group—parents actively involved in their bilingual children's foreign language learning—it was challenging to find more eligible respondents within the given timeframe . Second, the limited availability of literature and academic references related specifically to parental training programs in the context of bilingualism posed a significant constraint. While general studies on bilingualism and language development are widely available, research directly addressing the intersection of parental training and bilingual foreign language acquisition remains scarce.Lastly, the study's findings are context-specific, and generalizing the results to broader populations should be done with caution, especially considering cultural, linguistic, and educational differences in other regions.

Theoretical part

Chapter One : Bilingualism in The Sociolinguistic Context / Parental Training Programs

Section One : Bilingualism in the Sociolinguistic Context

Introduction

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Section One : Bilingualism in The Sociolinguistic Context**Introduction**

In the ever-globalizing world, bilingualism is no longer a rare phenomenon but rather a common linguistic reality, especially among children raised in multicultural and multilingual environments. The development of bilingual abilities in children is influenced by numerous factors, among which parental involvement plays a critical role. In recent years, there has been increasing recognition of the importance of Parental Training Programs—structured educational initiatives designed to equip parents with the knowledge and strategies needed to support their children’s developmental and educational needs. These programs serve as vital tools in fostering effective parental engagement, particularly in homes where children are exposed to more than one language. When parents are well-informed about language acquisition processes and equipped with the right techniques, they can create enriched home environments that promote balanced bilingual development and facilitate foreign language learning.

This chapter presents a comprehensive view of the literature surrounding the two core elements of the study: parental training programs and bilingualism. The discussion begins with definitions, objectives, and theoretical underpinnings of parental training programs, followed by an exploration of bilingualism—its types, cognitive and social benefits, and the factors influencing bilingual language acquisition in children. The final section highlights the crucial connection between these two areas, emphasizing how parental training programs can enhance the effectiveness of home-based support for bilingual children’s Foreign Language Learning.

1.1 Definition of Bilingualism

Bilingualism is a speech situation where an individual or community controls two (or more) languages. Sometimes it is called polyglottism which means to speak several languages and it is the opposite of monolingualism.

According to Steiner (2008), bilingualism is the ability to speak, read, write or even understand more than one language. According to (Weinreich 1968), who is one of the founding fathers of bilingual studies, presents a clear definition of bilingualism "The practice of alternately using two languages will be labeled bilingualism and the individual participating, bilingual". (Weinreich 1953).

Based on the previous definitions Bilingualism can be defined as the capacity to fluently use and communicate in two or more languages, whether by a person or by members of a community, with different levels of proficiency in each language.

The practice of alternately using two languages will be called bilingualism, and the person involved, bilingual. This definition allows us to consider as bilingual any individual who possesses a minimal competence in one of the four language skills (understanding, speaking, reading, and writing) in a language other than his mother tongue. Thus, bilingualism is to be understood as a relative notion: individuals with varying degrees of proficiency in a second language may be called bilingual. It is not necessary to possess perfect command of both languages, or even to have acquired them both simultaneously. What is essential is that the individual be able to produce complete, meaningful utterances in the other language. (Weinreich, 1953, p. 1)

1.2 Types of Bilingualism

There are several distinct types of bilingualism, each categorized based on factors such as how a second language is acquired, the level of proficiency, and the context in which both languages are used. These types include simultaneous and sequential bilingualism, Receptive and heritage bilingualism .

1.2.1 Simultaneous Bilinguals

Simultaneous bilingual children are defined as those who have been exposed to two languages from birth or from a very early age, typically before three years old (Katsos&Alexopoulou, 2011). They essentially acquire both languages as their "first" languages. you can be considered a simultaneous bilingual. Some simultaneous bilinguals are exposed to a different language from each parent, and for others there may be another person at home, like a grandparent, who uses a particular language with them.

Learning two languages from birth may not mean the person continues to use both languages consistently throughout their life, or even just throughout their childhood. But this exposure to two languages at once, right from the start .

1.2.2 Sequential Bilinguals

This happens when an individual learns **one language first** and **then learns a second language** later in childhood or adolescence. if you learned one language first and then another, Sequential bilingualism occurs when children are initially exposed to their family language (L1) before gradually becoming immersed in a second language (L2), such as the host country's language (Sundara&Scuttellaro, 2014. P.1965 to 80). This could happen because they use one language at home and another in the community or at school, and it can also happen when people move to new

communities, go to an immersion school, or otherwise get exposed to a new language. For sequential bilinguals, the first language may start stronger than the second language, but that doesn't mean that will be the case forever. The volume of languages in your brain can change over time, so the language you learn first may not always be the one you are most comfortable using .

1.2.3 Receptive Bilinguals

Receptive bilinguals or passive bilingualism are people who **understand multiple languages** but may not be comfortable producing multiple languages, or individuals who understand a second language very well (listening and/or reading) but have limited ability to speak or write it. (Paradis, Genesee, &Crago, 2016p 1019–1032). That is because we can divide language skills into receptive skills (reading and listening skills) and productive skills (speaking and writing). Receptive bilinguals might be able to understand a language when it's spoken to them, like by parents and grandparents, but may not be confident about responding in that language. It's very common and totally normal to be stronger in some language skills than others.

As receptive bilinguals know, language learning is about more than just being exposed to the language. Using a language is like developing a muscle, and if you only have the opportunity to flex certain muscles (like your listening muscle), those are the muscles that you develop. Many bilinguals grow up in situations where it's hard to find opportunities to use one of their languages, or they may experience prejudice or shame for using a language different from what's common in the community. The result can be strong receptive language skills.

1.2.4 Heritage Bilinguals

If a bilingual grows up using a particular **language at home** with their family **and another outside the home** in the larger community, they are a heritage speaker or heritage bilingual: One of their languages represents their family heritage. Some families use a home language different from the community language because they themselves grew up using the home language, maybe in another community or country, while in some parts of the world, having a different home language from the community language has been the norm for centuries... or longer. (Rothman &Treffers-Daller, 2015, citing Valdés, 2000).

This refers to bilingualism where an individual has a personal connection to a language through their family or community, but this language is not the dominant language of the wider society they live in. Often, the heritage language is learned at home from parents or grandparents.

1.3 Benefits of Bilingualism

Many studies show that raising bilingual children gives many benefits .(Baker 2002: 12) cited that there are some benefits of being bilingual; communication, cultural, cognitive, character, curriculum and career advantages.

1.3.1 Cognitive Benefits

Children who are raised in bilingual environment have been found to be better competence than their monolingual peers at focusing on a task while tuning out disruption.Their capability to concentrate is better than no bilingual.

Learning two languages is great for your brain. It helps you focus better and ignore distractions, because your brain gets a workout switching between languages . This also makes you better at changing between different tasks easily. At some studies even show that knowing two languages might help you solve problems better and understand how languages works.Plus, it could even keep your brain sharper as you get older. (Bialystok,2017,p. 629-44)

1.3.2 Social Emotional Benefits

Learning two languages offers significant social-emotional benefits for children, making it easier for them to build new friendships and understand different cultures. This is because bilingual children often develop better social skills, including improved empathy and perspective-taking, allowing them to connect with a wider range of people and appreciate diverse ways of life.Children who speak two languages gain from being able to easily form new friendships. Because they are multilingual, they can also form strong friendships in their second language. They can also use language to learn about different cultures."Bilingualism fosters advanced theory of mind, enabling children to better understand others' viewpoints." (Bialystok, & Senman,2004,p. 86)

1.3.3 Academic and Career Benefits

Knowing more than one language offers real benefits for school and future jobs. Kids who speak two languages often have a better chance of getting into their top-choice university because many good schools require passing a language test, especially in English. Later on, these language skills are super helpful for finding good jobs since more and more workplaces need people who can talk to others from different countries, it will have a beneficial effect.(Marian, 2013 .p.167-86)

1.4 Language Development in Bilingual Children

The process by which children socialize using a specific language, including communication and adaptability to others in society, is known as **bilingual development**. To fulfill their role of adjusting to their group and society, children acquire and develop their language. In this process, children frequently utilize one language considerably more than the other. This is because speakers are often exposed to one language more often than the other during language learning and development (Bialystok, 2001, p. 1- 21).

1.5 Theories of Bilingualism

Theories of bilingualism offer different perspectives on how individuals navigate multiple languages, including **Jim Cummins's theory**, **Grosjean's Holistic View**, **Weinreich's theory**, and **Fishman's theory**.

1.5.1 Cummin Dual Iceberg(1979)Interdependence Additive Bilingualism Model

Jim Cummins's theory, often illustrated by his **Dual Iceberg Theory (1979)**, proposes that while a bilingual individual's two languages might seem separate on the surface, they are deeply interconnected at a fundamental cognitive level. He argued that both the first language (L1) and the second language (L2) draw from a "**Common Underlying Proficiency**" (CUP), meaning that cognitive and academic skills developed in one language can transfer and support learning in the other. Therefore, proficiency in L2 is partially dependent on the level of proficiency already established in L1, allowing skills like literacy and abstract thinking to bridge between languages (Cummins, 1979, p. 25)

1.5.2 Grosjean's Holistic View of Bilingualism (1989)

Grosjean (1989) formulates that a transformational model of bilingualism by disposing of the widespread assumption that a bilingual speaker is "two monolinguals in one body." In his pioneering article, he argued that bilingualism is a unique and integrated system of language rather than a mixture of two separate languages. Bilinguals, as Grosjean (1989) points out, do not use the two languages uniformly or variably in all contexts; instead, they maintain language use in specific domains, addressees, and purposes separate. For instance, a bilingual might use one language in the home and the other in the educational or public domain, illustrating the accommodating nature of communication (Grosjean, 1989 p.3). Grosjean advocates a holistic stance that views bilingual competence as dynamic and context-dependent, resisting static or deficit-oriented comparisons to monolingual baselines. This

stance has had major effects on contemporary bilingualism research, shifting focus toward the integrated and functional richness of bilingual language use (Grosjean, 1989).

1.5.3 Weinreich's Definition of Bilingualism (1953)

Weinreich (1953) was one of the first researchers to present a precise and thorough definition of bilingualism. In his influential book *Languages in Contact* (1953), Weinreich (1953) defines bilingualism as "the practical of alternately using two languages will be called bilingualism, and the person involved, bilingual." (Weinreich, 1953, p. 1). The definition places priority on the practical and functional use of language rather than degree of fluency or native-type command. (Weinreich, 1953), the characteristic of bilingualism is the actual use of two languages in quotidian discourse, regardless of the speaker's proficiency or relative dominance in either language. His research laid the ground for a broader conceptualization of bilingualism involving varying levels of proficiency, language exposure, and social contexts. It also set the stage for subsequent research on how bilingual speakers communicate and handle their languages in real-world settings, such as using one language at home and another in the workplace or in the community. (Weinreich, 1953, p. 7).

1.5.4 Fishman's Sociolinguistic Model of Bilingualism and Diglossia (1967)

According to Fishman's (1967) sociolinguistic model of bilingualism and diglossia built on Charles Ferguson's original concept of diglossia by combining it with bilingualism research. In his seminal work, Fishman drew a distinction between bilingualism and diglossia by stating that while the two may coexist, they are distinct concepts. He theorizes bilingualism as an individual's ability to use two languages, whereas diglossia refers to the social separation of languages (or language varieties) into separate functional domains (Fishman, 1967). For instance, a language may be used in high-prestige, formal situations (e.g., government, school), and another one in informal, everyday conversation (e.g., home). Fishman (1967) emphasizes that bilingualism can occur with or without diglossia, and vice versa. In diglossic bilingual societies, there are clear-cut societal roles for languages, with evidence of regulative coexistence. His model emphasizes language function, context, and social hierarchy in multilingual societies and provides a framework for the description of language distribution in different domains (Fishman, 1967). Also, Fishman (1967) explains how social change (such as mass urbanization, political revolutions, or breakdown of traditional norms) may lead to imbalance in fixed diglossic systems. The functional differences between languages become overlapped in such situations, leading to change in language dominance or loss of language.

1.6 Difficulties of Bilingualism

While bilingualism is often praised for its cognitive, cultural, and communicative advantages, it presents a unique set of educational challenges, particularly in the domains of reading and writing. These challenges do not arise from bilingualism itself but rather from the complex interplay of linguistic, cognitive, and instructional factors that characterize bilingual children learners' educational experiences (Zhang & Wang, 2023). Critical challenge is the accurate and timely identification of learning difficulties in bilingual children. Due to the similarities between second language learning processes and symptoms of learning disorders such as dyslexia, educators often struggle to distinguish between typical bilingual language learning development and actual reading or writing disabilities (Hall, 2009, p. 2–3; Olsen, 2010, p. 48–50). This difficulty is compounded when students present with limited code-based skills—such as phonological awareness, decoding, and spelling—alongside deficits in linguistic comprehension, including vocabulary and oral language abilities (Kieffer & Vukovic, 2012, p. 317–19). Additionally, many bilingual children's learners encounter reading comprehension difficulties, which may be linked to weaknesses in working memory, poor inference-making skills, and low engagement with reading tasks (Barber et al., 2022, p. 362–64).

Writing difficulties are also prevalent among bilingual children's learners. These challenges can include poor spelling, limited syntactic cohesion, and difficulties organizing and expressing ideas. Factors such as language proficiency gaps between the first and second languages, differing writing conventions across cultures, and the structural complexity of the languages involved can all hinder written expression (Cheah et al., 2023, p. 3–4). For instance, learners of typologically distinct languages.

In sum, although bilingualism is not inherently detrimental to literacy development, the diverse linguistic profiles of bilingual children's learners introduce specific vulnerabilities. Addressing these requires culturally and linguistically informed assessment tools and targeted instructional strategies that consider the full spectrum of bilingual children's learners' needs (Zhang & Wang, 2023).

1.7 The effects of Parental Training Programs in Bilingual Children

The balance of heritage language use in bilingual homes varies as a function of who lives in the household and the age of the child. When both parents are bilingual speakers, heritage language use is greater than when only one is when the children in the household include children who go to English language schools, English use is greater than in households with only preschoolers. As children move from infancy to school age, parents increase their use of English. There are multiple possible reasons

for this, including the parents deliberate use of more languages because they believe they should do this to prepare the children for school and also because their own language skills may be growing with more time.(Genesee , 2009)

For all these reasons, many children exposed to English and a heritage language from infancy often become increasingly dominant in English as they get older, and not all children who begin language development acquiring two languages ultimately become bilingual. One factor that appears to predict which young bilingually developing children will continue to develop as bilinguals is whether one or both parents speak the heritage language. When both parents are minority language speakers, the children are more likely to sustain bilingual development than when only one . Some studies also find that parents are more likely to use the minority language with daughters than with sons and that girls are more likely to develop as bilinguals than boys.

Section Two: Parental Training Programs

1.8 Definition of Parental Training Programs

Parent training programs, which are sometimes called parent education programs or parenting classes, provide skills, knowledge, and support. When used proactively, they might help parents in efficiently managing "normal" developmental obstacles in order to prevent behavioral issues in

children before they arise. These programs can assist parents of children expressing behavioral issues in controlling undesirable behaviors and avoiding the negative impacts on their personal and social lives. “Parents are the first teachers for their children” (Morrow, 1995, p. 45).

Parental training programs support and assist parents to develop skills that will help them to address child behavioural problems and also promote desirable parent-child relationships. These programs try to encourage parents to use consistent and contingent reinforcements for child behaviour. Modelling and role-play exercises, with homework, are frequently used to demonstrate parenting techniques and show parents how to use positive reinforcement to encourage prosocial behaviours amongst their children.

Parent training programs are structured interventions that provide parents with strategies and techniques to enhance their children development, focusing on areas such as behavior management, language acquisition, and academic success. (Kaminski et al., 2008, p. 567).

Programs that are implemented with parents of young children (i.e., aged 0-3 years old) typically aim to prevent behavioural difficulties emerging or becoming embedded, and programs implemented with older children (i.e., aged 3 – 12 years) are often for the treatment of behavioural difficulties or early onset conduct disorders. Parenting programs can be implemented in one-on-one or group sessions.(Gaffney, Farrington, & White, 2021, p. 2).

1.9 The Importance of Parental Training Programs

Parental training programs play a vital role in supporting the language development of bilingual children by equipping parents with effective strategies to create rich language environments. These programs enhance parent’s awareness of bilingualism, guide them on how to scaffold language learning through daily interactions, and empower them to actively participate in their children's educational journey. Research has shown that when parents are trained to engage in language-promoting activities—such as shared reading, storytelling, and using both languages intentionally—children show improved vocabulary, communication skills, and academic readiness in second languages).(Lathey& Blake, 2022, p. 31).Also,Parental Training programs stated that bilingual children would have better opportunities in life; for example, better jobs .. It also was noted that bilingual children could help their parents learn new languages , they offer a different point of view or perspective than monolingual children, and they are friendlier than monolingual children.(Spanish Academy , 2021)

1.10 Parental Training Programs Strategies

Parental training programs play a fundamental role in fostering their children's language learning and development within the home environment. The extent of it significantly affects the development of core language skills—reading, listening, speaking, and writing. Nevertheless, much of the existing literature has disproportionately emphasized reading and writing, often overlooking the holistic integration of all language skills in parental support practices.

1. Reading Strategies

Parental support for reading has long been recognized as essential in language development. Hall (1994) highlighted that providing alphabet and picture books at home fosters early engagement with text, while reading aloud with expression enhances comprehension. Stoltz and Fischel (2003) discovered that permitting children to self-correct is more beneficial than direct correction during reading. This approach was reinforced by Dickinson and Beals (2004), who found that rhythmic reading and vocabulary discussions during shared reading improve fluency and understanding. Partridge (2004) further noted that setting regular reading routines and allowing children to select their own books increases motivation. Darling (2005) echoed this, emphasizing parental involvement in shaping reading habits.

2. Writing Strategies

Early research into home-based writing development emphasized integrating writing into daily life. Teale (1986) encouraged using real-world activities, such as shopping lists and notes, to normalize writing. Nigel (1994) expanded on this by highlighting how journaling and comic creation allow children to develop writing autonomy while still engaging with adult input. Later, Grabe and Kaplan (1996) stressed the interdependence of reading and writing, recommending that children write reflections or responses to reading materials to strengthen both comprehension and written fluency.

3. Speaking Strategies

The foundation of children's oral language skills lies in their everyday interactions. Halliday (1973) was among the first to argue that children learn to make meaning through social use of language. Hall (1994) later supported this by observing that language acquisition thrives during informal, playful interactions. Dickinson and Beals (2004) demonstrated that mealtimes and routines offer rich opportunities for storytelling, which help children develop narrative abilities and confidence in speaking.

4. Listening Strategies

Although listening strategies have received less direct focus, they are supported by research in related domains. Hall (1994) observed that engaging children in discussion during reading encourages active listening and comprehension. Dickinson and Beals (2004) emphasized the role of storytelling and repetition in enhancing listening skills. More recently, Darling (2005) highlighted that expressive and rhythm-based read-alouds help maintain attention and foster auditory processing.

Parental involvement across all four language domains—reading, writing, speaking, and listening—is crucial for children’s holistic language development. While most strategies historically focus on reading and writing, speaking and listening play equally vital roles. This balanced approach is especially essential in bilingual households, where diversified exposure and practice are necessary to strengthen children’s proficiency in both languages.

1.11 Theoretical Models Underpinning Parental Training Programs

This study adopts three theoretical perspectives to explain how parental training programs enhance foreign language learning among bilingual children. These frameworks provide insight into both the motivations behind parental involvement and the strategies used to support language development at home. Value of Bilingualism.

1.11.1 Value of Bilingualism

This framework is based on Dagenais’s (2003) conceptual model, which highlights why parents invest in their children’s bilingualism. According to (Dagenais , 2003), language holds both economic and social value—parents view bilingualism as a way to increase their children's future opportunities, self-worth, and access to global communities. Parental training programs can reinforce these values by helping parents understand the long-term benefits of bilingualism and take action to support it.

1.11.2 Model of Parental Involvement

Walker et al.’s (2005) model explains how and why parents become involved in their children’s education. The model emphasizes three key factors: parental beliefs, perceived invitations for involvement, and self-efficacy. Parental training programs influence these factors by improving parents' confidence and knowledge, making them feel more capable and welcome to support foreign language learning at home.

1.11.3 Ecological Theory (Bronfenbrenner, 1979)

Bronfenbrenner’s (1979) Ecological Systems Theory views a child’s development as shaped by multiple environmental systems, starting with the microsystem (e.g., family, home). Parental training

operates within this microsystem, enhancing the child's immediate environment with effective support strategies and language-rich interactions. This theory helps illustrate how parental behavior—strengthened through training—has a direct impact on the child's bilingual development.

1.12 The Role of The Parent

Both Bee Zeevi (1977) and Clyne (1982, p. 104) agree that a child must have both languages perceived as being of use outside of the home as well as being in contact a number of times. Saunders (1982) shows how one can increase a child's input of the non-native language to raise its value in the mind of the child. He records books, tape, radio, and television as useful aids and advises parents to send children to bilingual schools and playgroups. According to Bronfenbrenner's model (1979), parents have direct effects on child language development. It is extremely rare to find someone who would disagree with the statement that 'parents are the first teachers of their children' (Morrow, 1995, p. 45). Parents and/or other caregivers can quite possibly be the most influential individuals involved in educating the children. Children primarily learn the skills and literacy practices that are passed on by their parent's. In most households, these literacy interactions are initiated by mothers, who often assume leadership roles within the family (Leichter as cited in Taylor, 1997, p.21). Parents can influence their children to expand their production of language by using support strategies (Girolametto, Pearce, & Weitzman, 1997, p. 382). Historically, the success or failure of bilingual first language acquisition is attributed to sociolinguistic variables such as the quantity of exposure to the non-native language, the necessity to communicate in the non-native language, and the prestige of the language in society (Döpke, 1992, p. 85). A child's immediate family, especially parents, play a crucial role in their learning of two languages. Hammer, Miccio, & Wagstaff (2003, p. 125) confirm this fact, which indicates that parents' behaviors can facilitate the acquisition of a child's language ability. Research on monolingual families has established that domestic activities such as reading books can influence children's language positively (Fletcher & Reese, 2005, p. 376). That parents know how to use supporting strategies when providing support and enabling their children is valuable (Roberts & Kaiser, 2011, p. 60).

1.13 Conclusion

This chapter has reviewed the theoretical and empirical foundations of both parental training programs and bilingualism, offering insights into their definitions, key principles, and interrelated dynamics. Parental training programs are shown to be essential tools in empowering caregivers to actively support their children's linguistic and cognitive development, especially in contexts where

more than one language is used. Through the lens of bilingualism, it becomes evident that parents play a crucial mediating role in shaping children's language experiences and outcomes. The success of bilingual and foreign language acquisition does not rest solely on formal education but also heavily depends on the quality of linguistic interactions and learning opportunities provided at home. By equipping parents with strategies tailored to language learning, parental training programs serve as a bridge between home and educational institutions, fostering a more integrated and supportive environment for bilingual children's foreign language learning. This literature review forms the foundation for the next chapter, which will examine the research methodology and practical findings related to this study.

Chapter Two: Practical Part

Chapter Two : The Field Work

Introduction

2.1 Methodology

2.2 Participants

2.3 Research Instruments

2.4 Description of the questionnaire

2.5 Administration of the questionnaire

2.6 Analysis of the results

2.7 Discussion of the results

2.8 Conclusion

Practical Part

Section Three : The Field Work

Introduction

This chapter provides analysis and discussion of the role of parental Training programs in enhancing bilingual children's Foreign Language Learning. This chapter contains an introduction of the study methodology, a description of participants, details of the research instrument, description of the questionnaire, analysis of the questionnaire and a discussion of the findings.

2.1 Methodology

The approach that is applied in this study is the descriptive quantitative approach. This type of research design is used to collect numerical data and describe the characteristics of a specific population or phenomenon. In this study, close-ended and open-ended questions were administered to parents in the form of a questionnaire. The aim is to assess their perspectives and experiences regarding parental training programs and their impact on bilingual children's Foreign Language Learning. This method allows for gathering both measurable data and personal insights that help in understanding the effectiveness and challenges of such programs from the parents' point of view.

2.2 Participants

This study's participants consist of twenty (20) parents of bilingual children. Who were selected through a purposive sampling strategy based on their direct involvement in enhancing their children's bilingual language learning. This specific sample was chosen because these parents represent a diverse range of experiences in raising children who are learning a foreign language alongside their native language. Their insights are essential for understanding the role and impact of parental training programs on the development of bilingualism in young learners.

2.3 Research Instrument

The tool used in this study is a questionnaire, which is a type of research instrument that consists of a series of questions or prompts designed to elicit information from respondents. A research questionnaire typically includes both closed-ended and open-ended questions. The closed-ended questions in this study employed Likert scales and multiple-choice formats to collect measurable data on parental involvement, satisfaction with training, and the perceived effectiveness of the strategies learned. The open-ended questions enabled participants to express their opinions more freely, offering valuable qualitative data on their experiences and perspectives regarding the role of training programs in their children's foreign language learning.

This questionnaire was selected as the sole research instrument due to its effectiveness in gathering comprehensive information about parents' attitudes, perceptions, and practices in supporting their bilingual children. It was carefully designed to align with the research objectives and to ensure that both quantitative and qualitative data could be collected.

The use of a single, well-structured questionnaire allowed for a focused and efficient data collection process, while still capturing the depth and diversity of parental experiences. In the context of this study, the questionnaire effectively supports the goal of exploring how parental training programs can enhance foreign language learning in bilingual children through home-based support.

2.4 Description of the Questionnaire

The parents' questionnaire used in this study was meticulously designed to collect detailed data from parents of bilingual children, with a focus on their involvement in foreign language learning and their experiences with parental training programs. The instrument was developed to address the main research questions and objectives, ensuring that each section of the questionnaire targeted specific and relevant aspects of the study.

The questionnaire is divided into three main sections, as described below:

- **Section One: General Information**

This section aims to collect basic demographic and background information about the participants. It includes questions on the gender, age, and educational level of the parents, as well as information about their bilingual children, such as the child's age and the languages spoken at home. This data is essential for constructing the participant profile and detecting any trends or correlations linked to specific demographic characteristics.

- **Section Two: Parental Training Programs**

This section explores parents' awareness, understanding, and involvement in training programs intended to support the language development of bilingual children. It investigates whether parents have heard of these programs, their familiarity with related theories and definitions, and the specific strategies they use at home. This part is crucial for evaluating the extent to which parents are informed and actively applying principles from training programs in their daily interactions with their children.

- **Section Three: Bilingualism in the Sociolinguistic Context**

The third section examines parents' perceptions and knowledge of bilingualism. It includes questions about the definition, types, and **benefits** of bilingualism, as well as challenges encountered in raising bilingual children. It also assesses parents' awareness of theoretical

models of bilingual development and how relevant they consider these models in supporting their children's Foreign Language acquisition.

2.5 Administration of Parents' Questionnaire

The administration of the questionnaire followed a structured and ethically sound process to ensure both the validity and reliability of the collected data. The target population consisted of parents of bilingual children, and the instrument was distributed in the form of an electronic questionnaire to facilitate access and reach a diverse sample.

A total of twenty (20) parents participated in the study. Prior to completing the questionnaire, all participants were provided with a brief introduction outlining the purpose of the research, emphasizing the voluntary nature of participation, and ensuring confidentiality and anonymity. Participants were informed that their responses would be used exclusively for academic purposes and that no identifying information would be disclosed.

To accommodate participants' schedules and ensure thoughtful responses, parents were offered two options: they could either complete the questionnaire on-site or at home within a specified timeframe. This flexible approach was intended to increase response rates and promote the provision of carefully considered answers.

The entire data collection process was completed within a period of ten (10) days. To maintain privacy and data integrity, all completed questionnaires were returned directly to the researcher in sealed envelopes. Participants were also encouraged to request clarification if necessary, and support was provided in a neutral and non-intrusive manner to avoid any influence on their responses.

This administration procedure was carefully designed to uphold ethical standards and ensure that the data collected was both comprehensive and representative of the target population's experiences and perceptions.

2.6 Analysis of the Results

Section One: General information

Question One. What is your Gender ?

Table 2.1; Figure 2.1 Respondent's Gender

Options	Male	Female	Total
Number	7	13	20
Percentage	35%	65%	100%

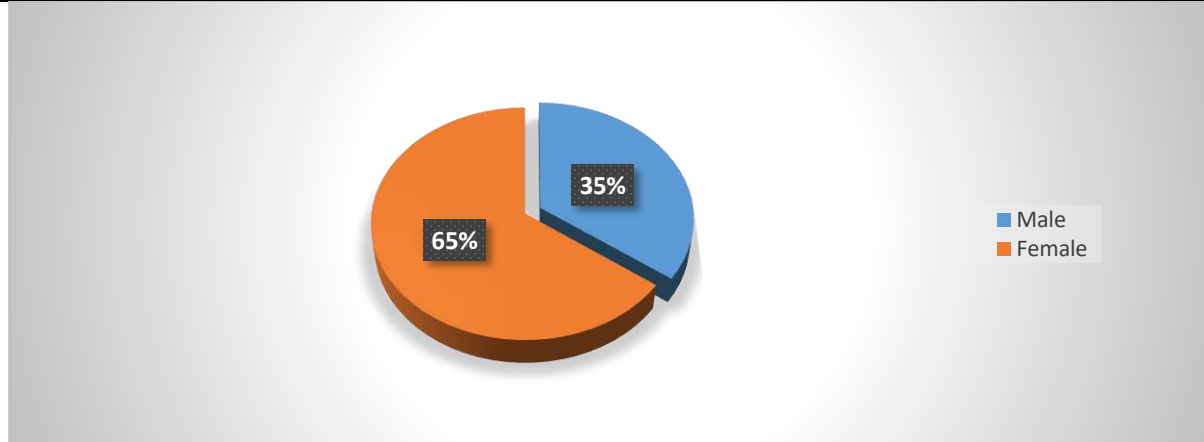


Table 2.1 ;Figure 2.1 ,The majority of the participants in the study are female (65%), while males constitute 35%. This indicates a gender imbalance among respondents, with a higher representation of mothers in the sample. This means mothers play the biggest role in supporting their children to learn a foreign language.

Question Two: What is your age?

Table 2.2; Figure 2.2 Parent's Age

Options	22y	25y	27y	30y	32y	36y	38y	42y	Total
Number	2	2	2	3	1	2	1	1	20
Percentage	15%	14%	14%	22%	7%	14%	7%	7%	100%

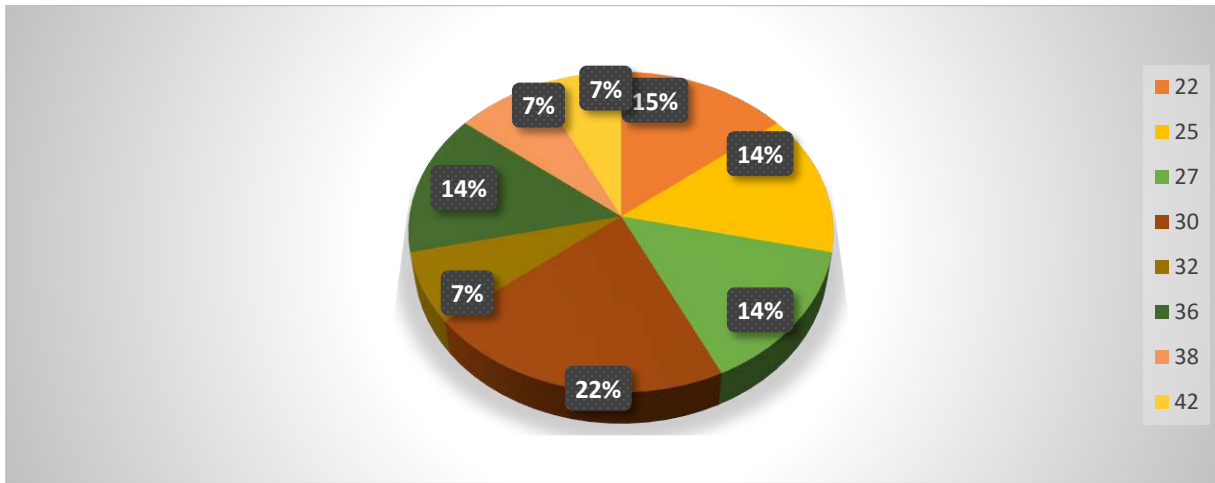


Table 2.2 ;Figure 2.2 show that the participants vary in age, ranging from 22 to 42 years old. The most represented age groups are 30 years,. This age distribution indicates that the majority of respondents are young to middle-aged parents, a demographic likely to be actively involved in their children's education and open to parental training programs.

Question Three : What’s your bilingual children’s age?

Table 2.3; Figure 2.3 Bilingual Children's Age

Options	3-6 years	6-15 years	16 and above	Total
Number	16	4	0	20
Percentage	80%	20%	0%	100%

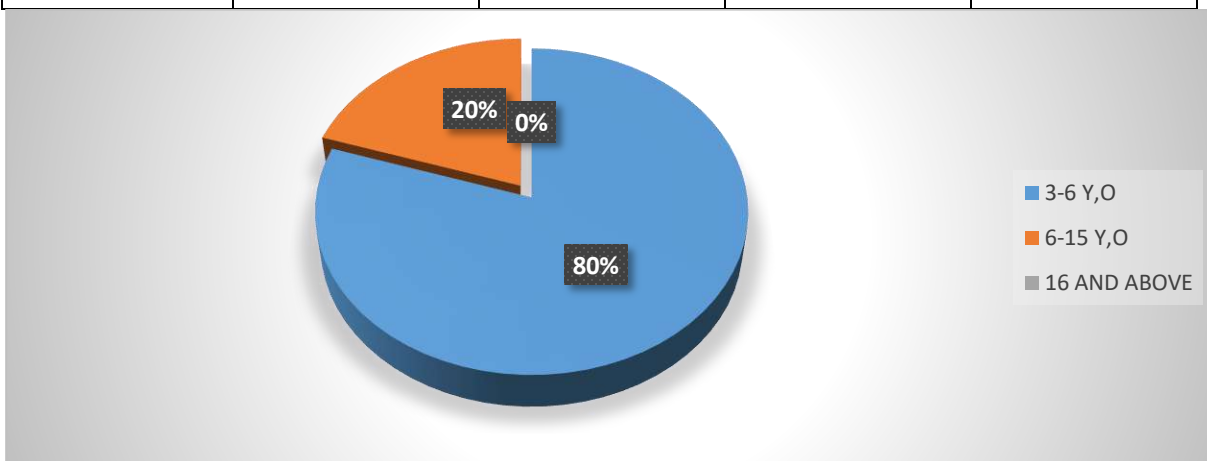


Table 2.3 ; Figure 3.3 show that the majority of bilingual children (80%) fall within the early childhood age range (3–6 years), which suggests that most parents surveyed are dealing with young bilingual learners in critical developmental stages. Only 20% of the children are between 6–15 years, and none are aged 16 and above. This concentration in the 3–6 age group is crucial, as early childhood

is a sensitive period for language acquisition. It also underscores the importance of parental training during these formative years to support foreign language development effectively.

Question Four: What is your educational level?

Table 3.4; Figure 2.4 Respondent's Educational Level

Options	3rd Primary	Bac +4	Graduated	University	Masters Degree	Teacher of French	A Doctor	Total
Number	1	1	1	7	7	1	1	19
Percentage	5%	5%	5%	37%	37%	5%	5%	100%

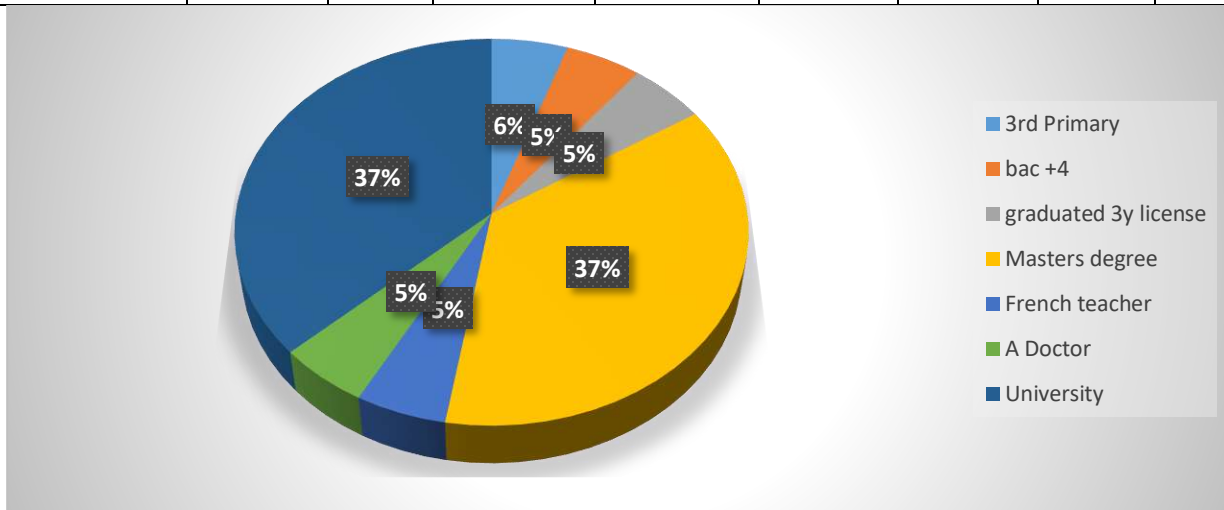


Table 2.4 ;Figure 2.4 represents that the majority of participants hold a University degree (37%), followed by Master's level qualifications (37%), and a variety of other educational backgrounds. This suggests that the sample includes parents with diverse academic experiences and educational background, which may influence how they perceive and encourage language learning at home. The high percentage of educated parents may also indicate an interest in educational interventions such as parental training programs.

Question Five : What’s the Foreign Language spoken at home?

Table 2.5 ;Figure 2.5 Foreign Language Spoken at Home

Options	Arabic	French	English	Otherlanguages	total
Number	4	5	11	0	20
Percentage	20%	25%	55%	0%	100%

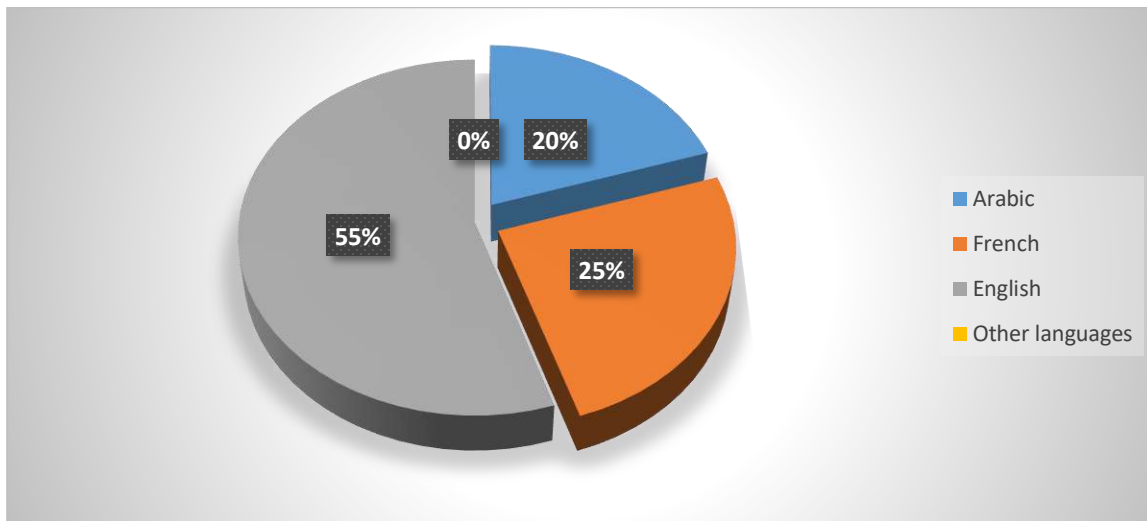


Table 2.5 ;Figure 2.5 indicate that English is the most spoken foreign language (55%), followed by French (25%), and Arabic (20%). No respondents reported using other foreign languages. This dominance of English reflects its growing importance as a global language, especially in educational and professional contexts. It also suggests that parents may prioritize English when supporting their children's bilingual development. The existence of French and Arabic aligns with the multilingual landscape of Algeria, where these languages are commonly used in education and media.

Question Six : At what age did your bilingual child begin learning a second language?

Table 2.6; Figure 2.6 The age that the child began Learning a Second Language

Options	Before 3 y	Between 3/6 y	After 6 y	Total
Number	9	10	1	20
Percentage	45%	50%	5%	100%

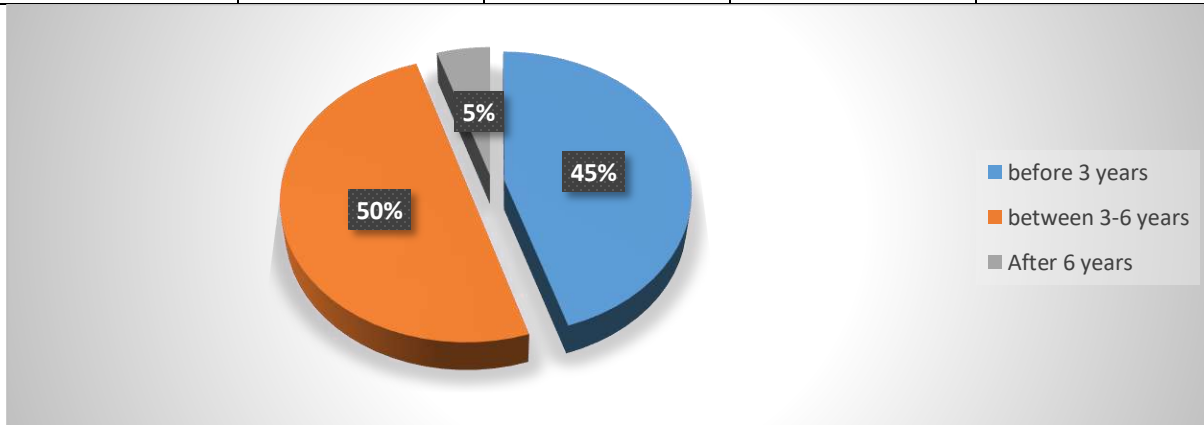


Table 2.6 ;Figure 2.6 show that 95% of the children began learning a second language before the age of 6, with 50% starting between 3 and 6 years, and 45% before age 3. Only 5% started after 6

years. This aligns with research highlighting early childhood as a critical period for Foreign Language Learning.

Question Seven : How often does your child mix or switch between languages?

Table 2.7; Figure 2.7 Frequency of Language Mixing or Switching

Options	Always	Sometimes	Never	Total
Number	5	15	0	20
Percentage	25%	75%	0%	100%

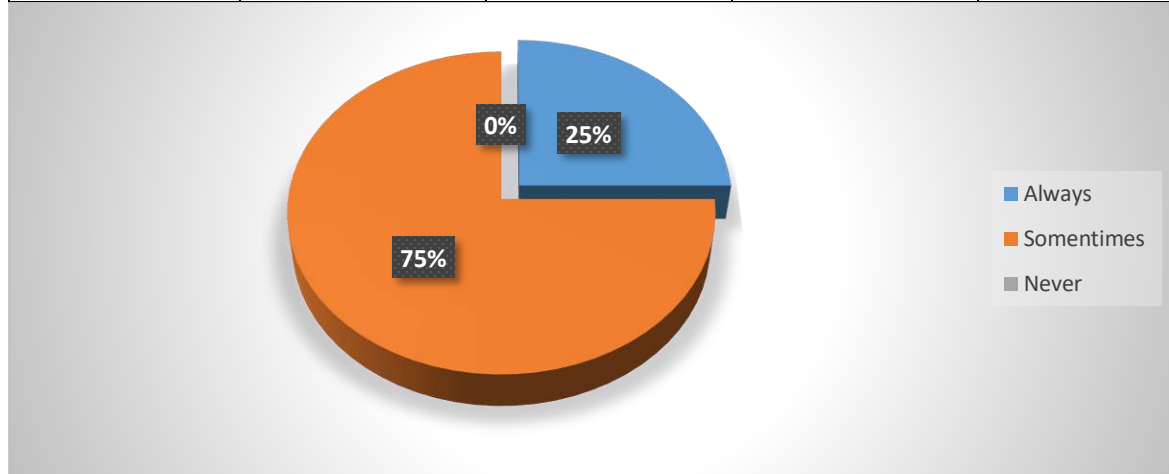


Table 2.7 ;Figure 2.7 reveal that all children in the sample engage in code-switching to some extent, with 75% doing so occasionally and 25% doing it consistently. No participants indicated that their children never switch languages.

Section Two: Parental Training Programs

Question Eight : Have you ever heard about parental training programs designed to support bilingual children's language development?

Table 2.8 ; Figure 2.8 Definition of Parental Training Programs

Options	Yes	No	Total
Number	18	2	20
Percentage	90%	10%	100%

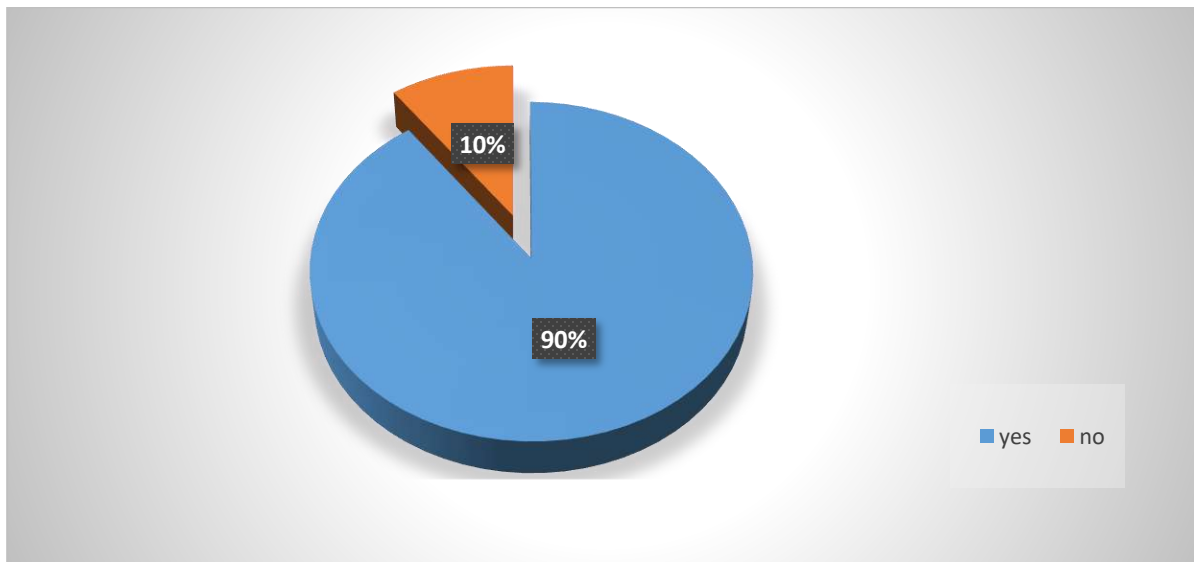


Table 2.8 ;Figure 2.8 show that 90% of respondents are aware of parental training programs aimed at supporting bilingual children's language learning , while only 10% have not heard of such programs. This high level of awareness suggests that most parents recognize the importance of structured support in bilingual education.The data imply that there is already a foundation of interest or exposure to these programs, which may facilitate higher engagement in such initiatives. However, awareness does not necessarily equate to participation or understanding—issues that may be explored in further questions (e.g., if parents have attended, applied, or benefited from these programs).

Question Nine : If yes, which one among the following parental training program definitions do you know?

Table 2.9; Figure 2.9Familiarity with Definitions of Parental Training Programs

Options	Def 1	Def 2	All of them	None of them	Total
Number	10	4	5	1	20
Percentage	50%	20%	25%	5%	100%

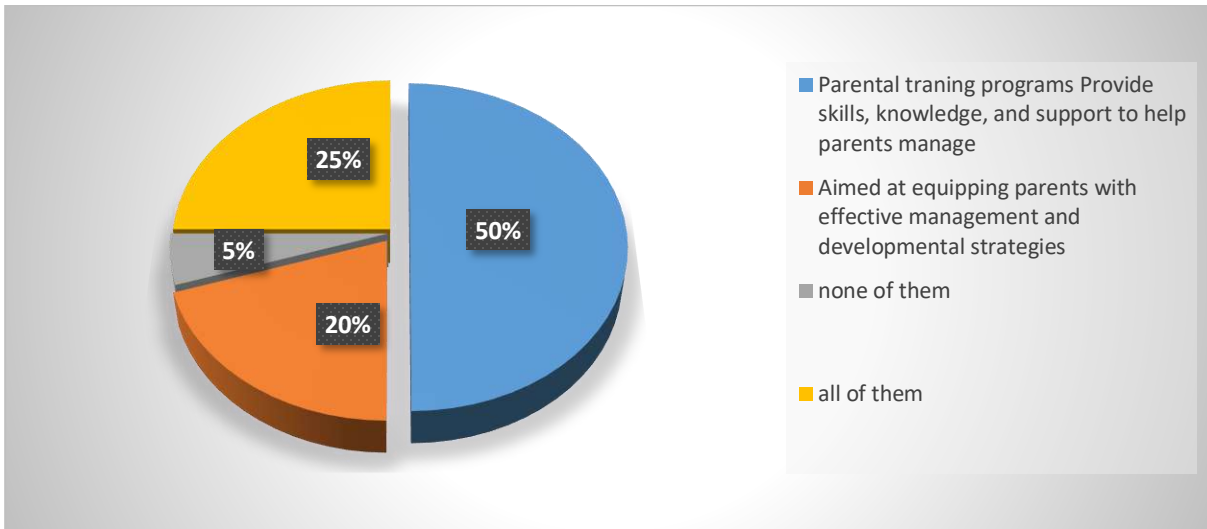


Table 2.9 ;Figure 2.9 represents that the majority of respondents (50%) recognized the definition of parental training programs as providing skills, knowledge, and support to help parents manage, while 25% identified with both definitions, indicating a broader understanding. Only 5% were unfamiliar with any of the definitions, and 20% selected the more specific option focusing on developmental strategies. These results suggest that parents have a partial yet meaningful understanding of what parental training programs involve, with a significant portion seeing them as holistic tools for parenting and education. The awareness of their developmental aspect (20% + 25%) is especially relevant for supporting bilingual children's learning. This highlights the importance of ensuring that parental training programs are clearly communicated and promoted, so that parents understand not just their existence, but also their comprehensive objectives.

Question Ten : Do you know the importance of parental training programs for bilingual children?

Table 2.10; Figure 2.10 Knowledge of The importance of Parental Training Programs

Options	Yes	No	Total
Number	19	1	20
Percentage	95%	5%	100%

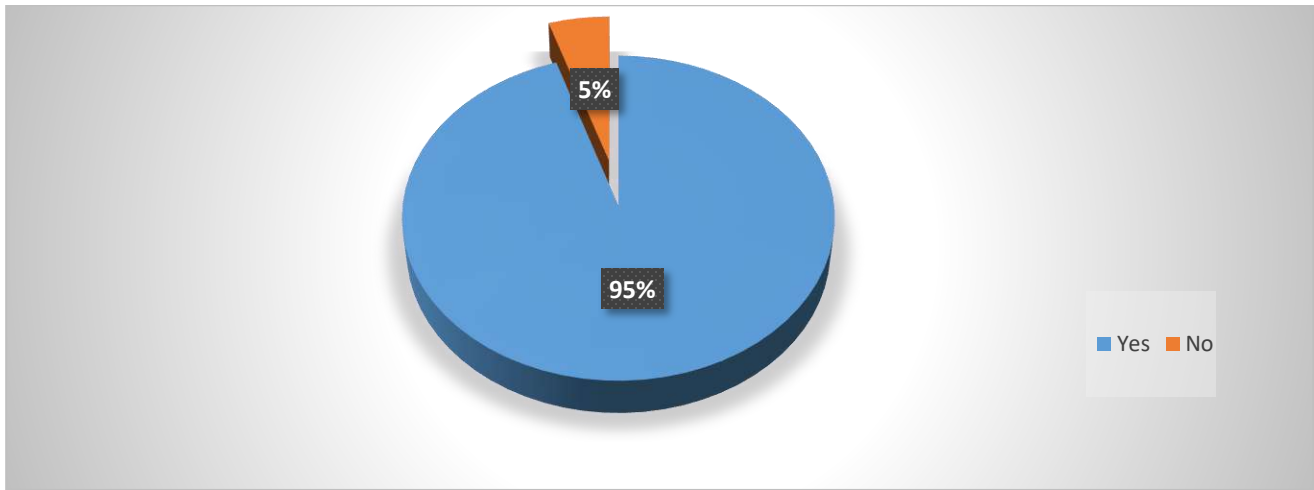


Table 2.10 ;Figure 2.10 state that An overwhelming 95% of respondents acknowledge the importance of parental training programs for bilingual children, with only 5% indicating unawareness. This result reflects a strong general awareness among parents regarding the role such programs play in enhancing children's language development and academic success.This is a promising indicator for educational stakeholders, as it suggests that parents are not only aware of these programs but also recognize their value. Such awareness is critical for encouraging participation, program design, and policy implementation. It also reinforces the potential receptiveness to future training initiatives aimed at supporting bilingualism in home environments.

Question Eleven :If yes, among the following which one do you consider ?

Table 2.11; Figure 2.11 Perceived Importance of Parental Training Programs

Options	A	B	C	All of them	None of them	Total
Number	4	3	5	8	2	20
Percentage	18%	14%	23%	36%	9%	100%

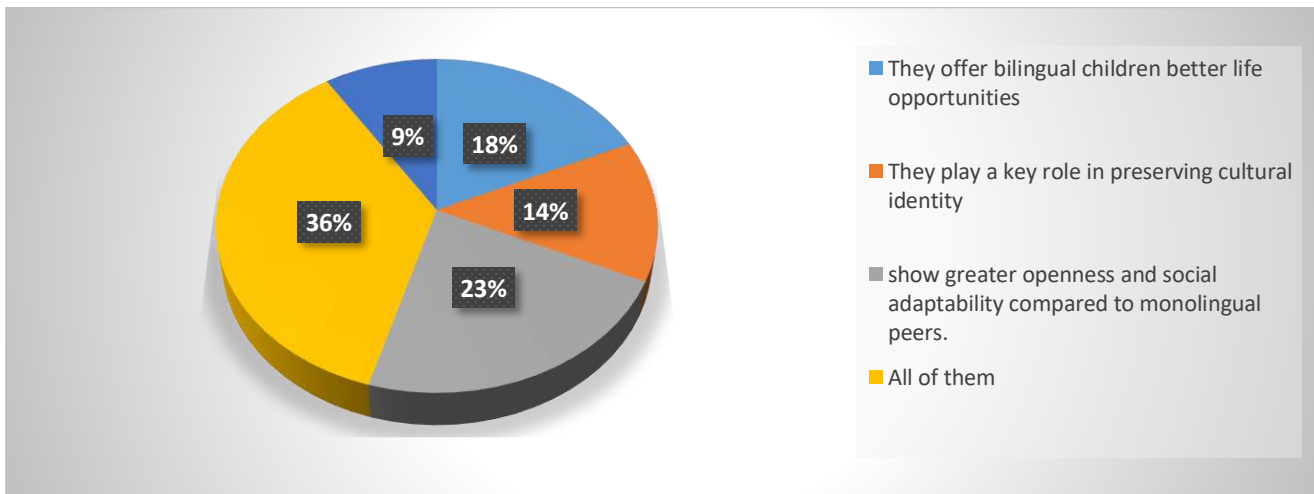
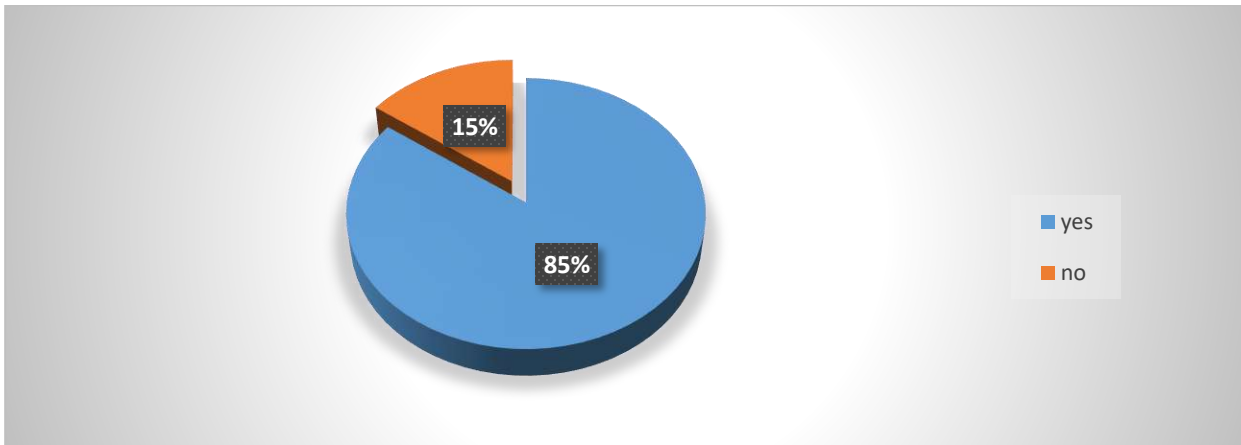


Table 2.11 ;Figure 2.11 indicate that 36% of respondents recognize all the listed benefits of parental training programs, demonstrating a broad and informed understanding of their multifaceted impact among individual options. 18% emphasized better life opportunities ,14% pointed to the preservation cultural identity ,23% highlights greater openness and social adaptability compared to monolingual peers .and only 9% selected ‘none of them’ ,indicating a minimal level of skepticism or lack of awareness . This suggests that most parents view parental training programs not just as educational tools , but as instruments for broader developmental,cultural , and social advancement . their perceived value goes beyond language acquisition to include future success , identity preservation and interpersonal skills .

Question Twelve: Do you use any specific strategies for your bilingual children's learning?

Table 2.12; Figure 2.12 Use of Specific Strategies for Bilingual Learning

Options	Yes	No	Total
Number	17	3	20
Percentage	85%	15%	100%



According to Table 2.12; Figure 2.12 The majority of respondents (85%) reported using specific strategies to support their bilingual children’s language learning. This indicates a strong level of engagement and intentionality among parents in promoting their children’s bilingual development. Only a small minority (15%) indicated they do not use any strategies, which may suggest a lack of awareness, access to resources, or confidence in how to apply effective methods.

Question Thirteen .If yes, what strategies of parental training programs do you use?

Table 2.13; Figure 2.13 Types of Strategies Used from Parental Training Programs

Options	A	B	C	D	All of them	None of them	Total
Numbers	1	5	2	3	8	1	20
Percentage	5%	25%	10%	15%	40%	5%	100%

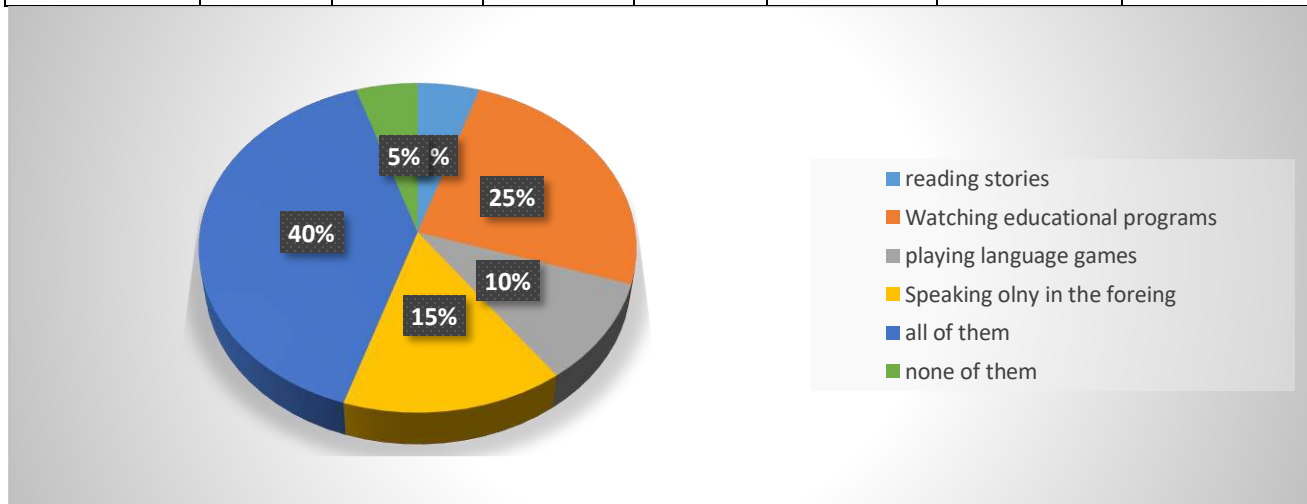


Table 2.13; Figure 2.13 revealed that a majority of respondents (40%) indicated they use all the listed strategies—including reading stories, watching educational programs, playing language games, and speaking only in the foreign language. This suggests a well-rounded and proactive approach among many parents. Watching educational programs alone was the second most common choice (25%),

while fewer parents relied on single methods like speaking only in the foreign language (15%), playing language games (10%), or reading stories (5%). Notably, only 5% of respondents reported not using any of these strategies. These findings imply that many parents are aware of the value of diverse, interactive approaches in supporting their bilingual children’s language development.

Question Fourteen : Do you know any parental programs theories?

Table 2.14; Figure 2.14 Knowledge of Parental Programs Theories

Options	Yes	No	Total
Number	10	10	20
Percentage	50%	50%	100%

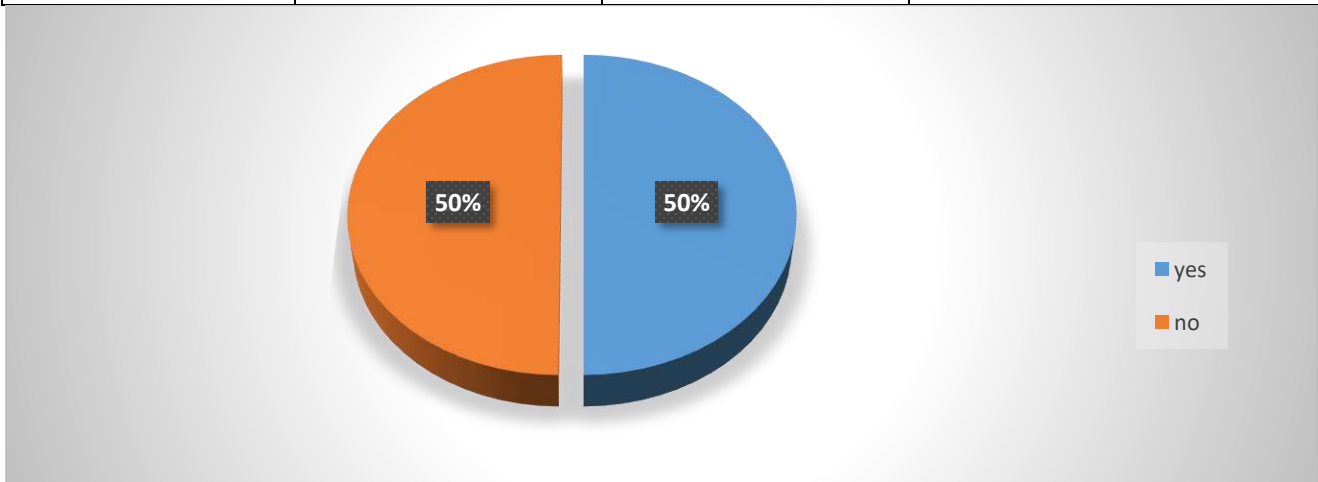


Table 2.14;Figure 2.14 shows that exactly half (50%) of the respondents reported that they are familiar with parental training program theories, while the other half (50%) admitted to not knowing any. This split reflects a significant gap in theoretical knowledge, which may impact how confidently or effectively parents engage in language-supportive practices. This highlights the need for increased awareness efforts and educational resources about foundational theories in parental involvement.

Question Fifteen.If yes, which one among the following parental training program theories do you know?

- A/ Ecological Systems Theory(Bronfenbrenner) / B/ Model of Parental Involvement(Walker et al.)
- C/ Value of Bilingualism (Dagenais) /D/None of them /E/All of them

Table 2.15 ; Figure 2.15 Familiarity with Specific Theories of Parental Training Programs

Options	A	B	C	All of them	None of them	Total
Numbers	1	4	2	0	13	20
Percentage	5%	20%	10%	0%	65%	100%

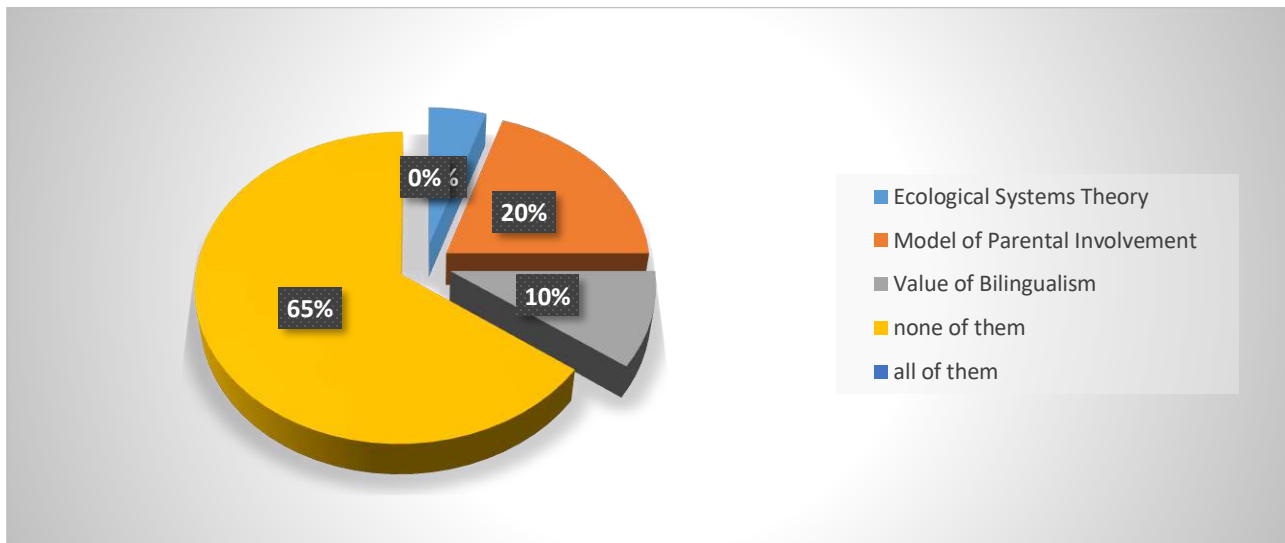


Table 2.15 ;Figure 2.15 represent thatamong the respondents who claimed familiarity with parental program theories, the majority (65%) admitted they were not aware of any of the specific theories listed. Only 20% identified the Model of Parental Involvement, 10% recognized the Values of Bilingualism, and just 5% were aware of the Ecological Systems Theory. Interestingly, none of the participants selected “All of them.” This outcome suggests that even among parents who believe they understand the concept of parental training, in-depth knowledge of theoretical models is still lacking. There is a clear need to introduce and explain these theories in accessible ways to better equip parents.

Question Sixteen .Do you believe that parental training programs play a crucial role for enhancing bilingual children’slevel ?

Table 2.16; Figure 2.16 The Role of Parental Training Programs in Enhancing Learning

Options	Yes	No	Total
Number	20	0	20
Percentage	100%	0%	100

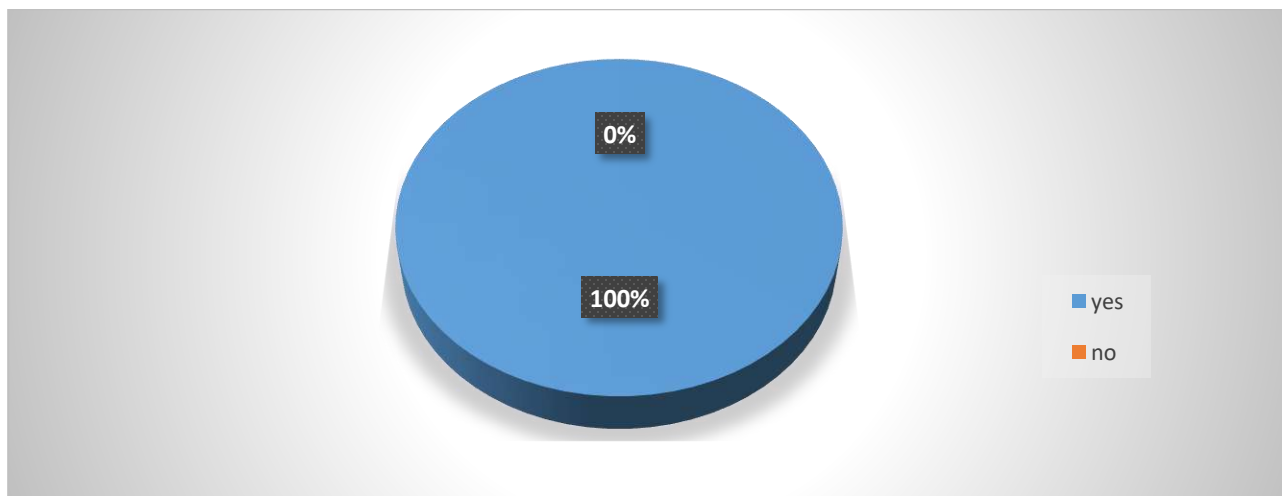


Table 2.16; Figure 2.16 show that all respondents (100%) agreed that parental training programs are essential in supporting the foreign language learning of bilingual children. This unanimous response reflects strong confidence in the role of parental involvement and structured guidance in language acquisition. It also indicates a readiness among parents to engage with and benefit from such programs, reinforcing the value of integrating them into educational strategies.

Question Seventeen .If yes, which one among the following plays a crucial role for your bilingual children?

A/ Guide parents to use effective language strategies at home /B/ help create a supportive ,language-rich environment for learning /C/ All of them /D/ None of them.

Table 2.17 ; Figure 2.17 Aspects of Parental Training Programs Considered Crucial role

Options	Role 1	Role 2	All of them	None of them	Total
Number	2	10	8	0	20
Percentage	10%	50%	40%	0%	100%

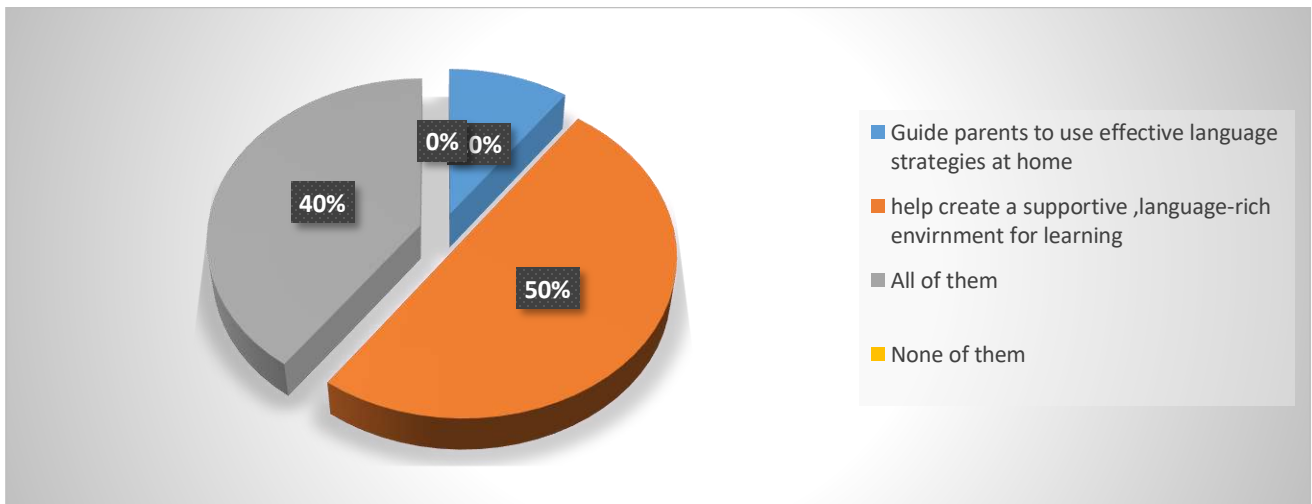


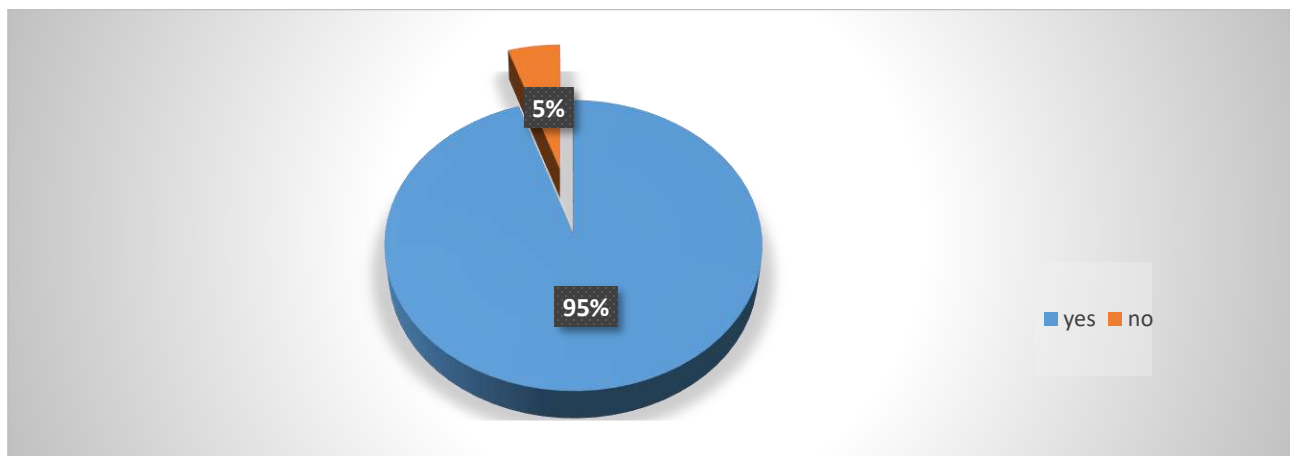
Table 2.17; Figure 2.17 state that half of the participants (50%) emphasized the importance of creating a supportive, language-rich environment, while 40% chose “All of them”, showing appreciation for the combined impact of both environmental support and strategic guidance. Only 10% prioritized guiding parents to use effective language strategies at home alone. No participants selected “None of them,” confirming that all parents see at least one of the provided options as important. These results suggest that while parents value home strategies, they are especially aware of the power of a stimulating environment in supporting language development.

Section Three: Bilingualism in the Sociolinguistic Context

Question Eighteen: Do you know the definition of bilingualism?

Table 2.18; Figure 2.18 Understanding of the Definition of Bilingualism

Options	Yes	No	Total
Number	19	1	20
Percentage	95%	5%	100%



According to Table 2.18;Figure 2.18an overwhelming majority of parents (95%) stated they are familiar with the definition of bilingualism, while only 5% were unfamiliar. This widespread understanding is a promising indicator of general awareness among parents regarding their children's language learning experience. It also suggests that most respondents are in a good position to appreciate and apply strategies that align with the developmental needs of bilingual learners.

Question Nineteen .If yes, which one among the following definitions do you know?

a/ Bilingualism is the ability to speak more than one language /b/ bilingualism is a speech situation where an individual or community controls two (or more) languages /c/all of them /d/None of them

Table 2.19 ;Figure 2.19Bilingualism Definitions Known

Options	A	B	All of them	None of them	Total
Numbers	11	0	0	9	20
Percentage	55%	0%	0%	45%	100%

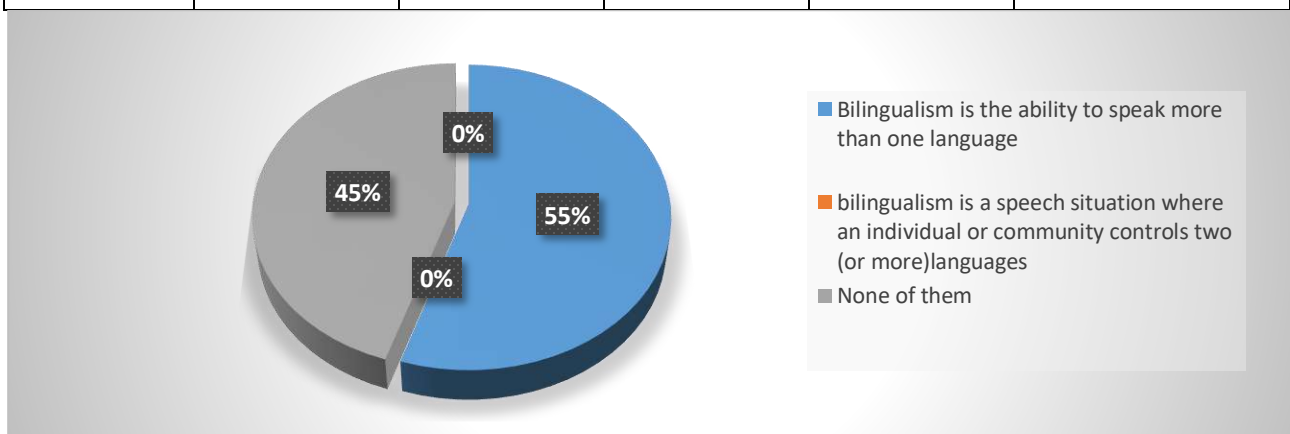


Table 2.19 ;Figure 2.19 show that the majority of parents (55%) identified bilingualism primarily as the ability to speak more than one language. A slightly smaller group (45%) recognized it in a broader sociolinguistic context—as a speech situation involving two or more languages, either at

the individual or community level. Interestingly, none of the respondents selected "all of them" or "none of them," which suggests that most parents have at least a basic understanding of bilingualism but tend to view it from a limited or specific perspective. This result highlights the need for clearer awareness among parents about the various dimensions of bilingualism, especially if they are to support their children's bilingual development effectively.

Question Twenty-One : Bilingualism categories a variety of types. Which one of these types do you know?

- a) Simultaneous bilinguals (learn two languages from birth) / b) Sequential bilinguals (learn one language first, then another later) / c) Receptive bilinguals (understand multiple languages but have limited speaking or writing skills) / d) Heritage bilinguals (use a home language that differs from the dominant community language)

Table 2.20; Figure 2.20 Types of Bilingualism

Options	Simultaneous	Sequential	Receptive	Heritage	Total
Number	4	11	0	5	20
Percentage	20%	55%	0%	25%	100%

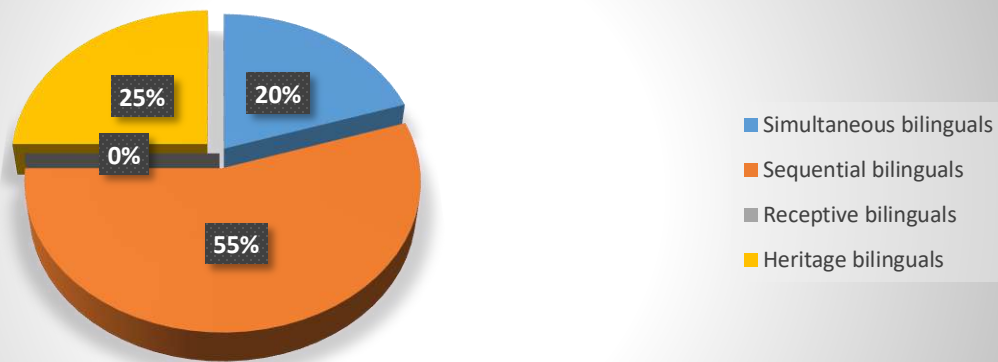


Table 2.20; Figure 2.20 show that the highest percentage of parents (55%) reported being familiar with the concept of sequential bilingualism, where a child learns one language first and acquires a second later. This is likely due to its common occurrence in multilingual environments, particularly in immigrant or language-minority families. Only 20% recognized simultaneous bilingualism, suggesting fewer parents are aware of the bilingual development that begins from birth. Interestingly, receptive bilingualism received no recognition (0%), indicating a gap in understanding more passive forms of bilingual competence. Meanwhile, 25% identified heritage bilingualism, showing some awareness of how home and societal languages interact.

Notably, 20% of participants claimed familiarity with all types, while 25% choose none of them, suggesting that a significant portion of parents either lack knowledge of these terms or are unsure

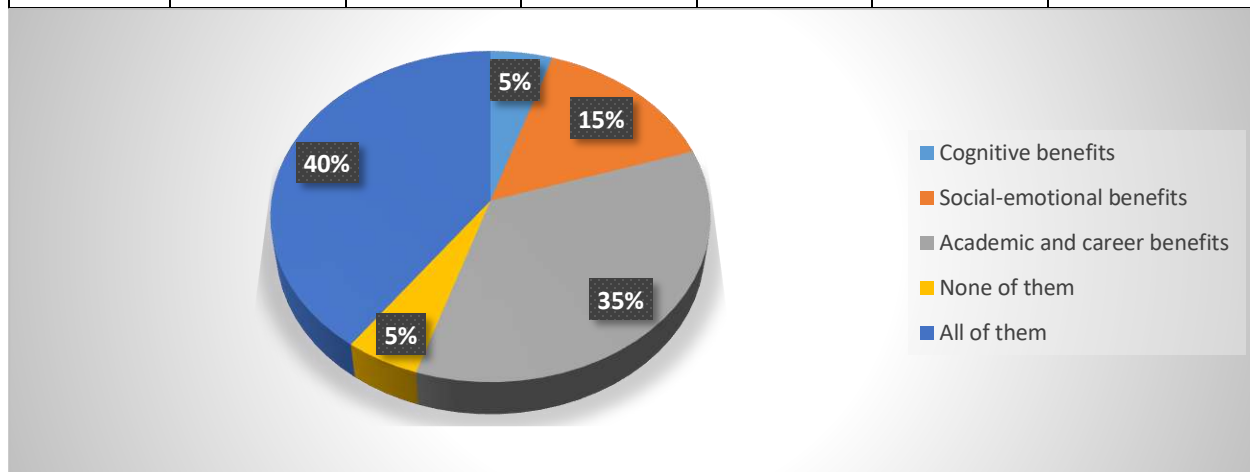
about their meanings. This reveals a need for more educational initiatives to introduce parents to the various dimensions and developmental paths of bilingualism.

Question Twenty-One: Bilingualism has several benefits for children. Which one among the following benefits do you think is important for enhancing foreign language learning for bilingual children?

a) Cognitive benefits (e.g., raised in a bilingual environment) / b) Social-emotional benefits (e.g., social connection, cultural understanding, personal growth) / c) Academic and career benefits (e.g., better chances in academic or professional life) / d) None of them e) All of them .

Table 2.21; Figure 2.21 Benefits of Bilingualism for Foreign Language Learning

Options	Cognitive b	Social-emotional b	Academic b	None of them	All of them	Total
Number	1	3	7	1	8	20
Percentage	5%	15%	35%	5%	40%	100%



According to Table 2.21; Figure 2.21 The highest percentage of parents (40%) selected cognitive benefits as the most important factor in enhancing Foreign Language Learning for bilingual children cognitive benefits. A smaller portion (35%) suggests that many parents value the long-term practical outcomes of bilingualism, particularly its influence on educational and career advancement. (15%) recognized the importance of social-emotional benefits, such as cultural understanding and social integration. Surprisingly, 5% choose all of them, despite a large body of research emphasizing that bilingualism enhances mental flexibility, memory, and problem-solving skills. while another 5% choose none of them, possibly indicating either a lack of awareness or skepticism toward the claimed advantages. These results underline the importance of educating parents about the full range of bilingualism’s benefits to better support their children’s foreign language development.

Question Twenty- Two : Are you aware of bilingualism theories?

Table 2.22; Figure 2.22 Awareness of Bilingualism Theories

Options	Yes	No	Total
Number	10	10	20
Percentage	50%	50%	100%

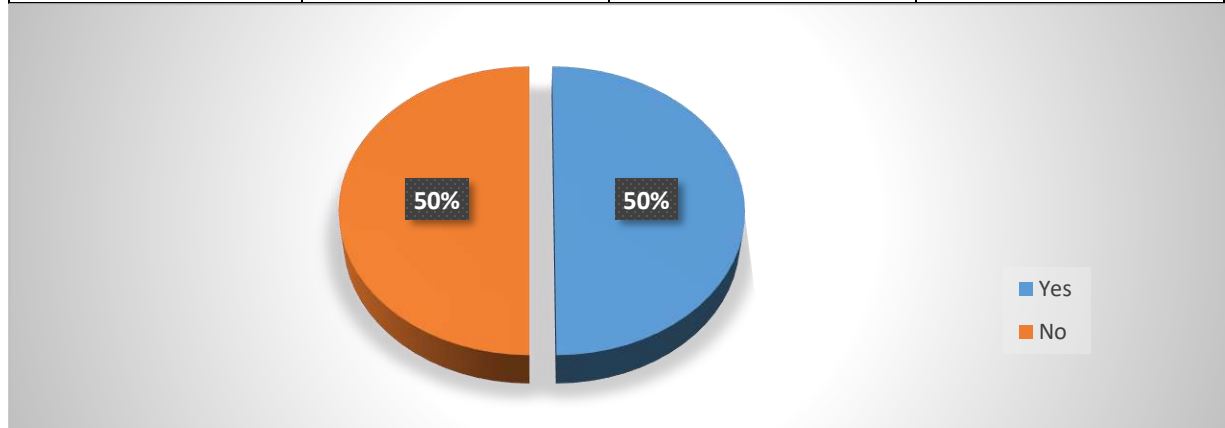


Table 2.22 ;Figure 2.22 show a balanced split in parental awareness regarding bilingualism theories, with 50% of participants reporting familiarity and the remaining 50% indicating a lack of awareness. This suggests a moderate level of exposure among half of the respondents to the academic or educational dimensions of bilingualism. In contrast, the other half may have limited access to or engagement with linguistic research and theoretical frameworks.

This finding is particularly significant, as understanding bilingualism theories—such as Cummins' Threshold Hypothesis, the Developmental Interdependence Hypothesis, or Grosjean’s holistic view of bilingualism—can enable parents to make more informed decisions concerning their children's language development. The fact that only half of the parents are aware of these theories highlights the need to incorporate theoretical knowledge into parental training programs. Doing so could empower parents with the insights needed to more effectively support and guide their bilingual children’s foreign language learning.

Question Twenty-Three. If yes, which one among the following theories are you aware with ?

Table 2.23; Figure 2.23 Familiarity with Specific Bilingualism Theories

Options	Cummin’s	Grosjean’s	Fishman’s	All of them	None of them	Total
Number	3	3	1	12	1	20
Percentage	15%	15%	5%	60%	5%	100%

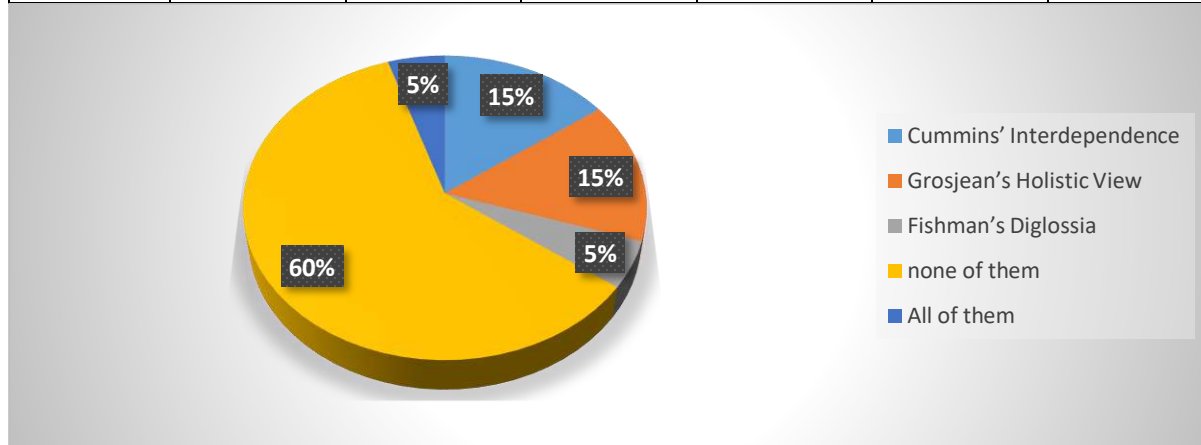


Table 2.23;Figure 2.23show that 60% of parents were not aware of any of the mentioned theories, reflecting a significant gap in theoretical knowledge related to bilingualism. This aligns with the findings from Question 16, which revealed that half of the participants lacked general awareness of bilingual theories.Among those who indicated some familiarity, Cummins’ Interdependence & Additive Bilingualism Model and Grosjean’s Holistic View were each recognized by 15% of respondents. These two models are widely cited in bilingual education research and emphasize the cognitive, academic, and contextual realities of bilingual speakers. Only 5% of parents knew about Fishman’s Diglossia and Domain-Specific Use, which suggests that sociolinguistic models are less commonly known among non-specialist audiences. An additional 5% claimed to know all the theories, though this number is relatively low.

Question Twenty-four : Do parental training programs affect Foreign Language Learning in bilingual children?

In response to the open-ended question on the perceived effect of parental training programs on bilingual children’s Foreign Language Learning, a total of 16 parents provided feedback. Among them, 6 parents (37.5%) gave brief answers such as “Yes,” indicating a positive view of the impact of such programs. The remaining 10 parents (62.5%) elaborated on their responses, mentioning several key aspects. These included the creation of a supportive home environment, improved quality and variety of language input (such as storytelling and using media in the target language), and greater child engagement through interactive strategies like singing and incorporating language into daily routines.

Some parents also referred to improvements in their children's vocabulary and comprehension as a result of their own increased awareness and involvement. Overall, the responses revealed a common recognition of the role parental training programs play in supporting children's language development.

Question Twenty-Four : Do you think the concept of bilingualism may present difficulties for children learning a foreign language?

Table 2.24; Figure 2.24 Difficulties Experienced by Parents

Options	Yes	No	Total
Number	19	1	20
Percentage	95%	5%	100%

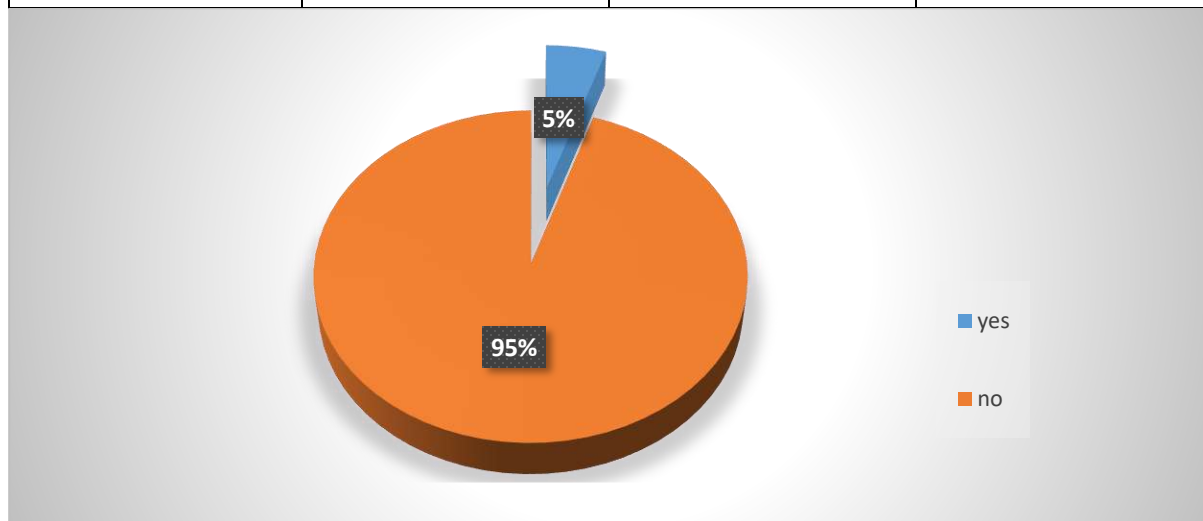


Table 2.24 ; Figure 2.24 indicate that most parents (95%) believe bilingualism may pose difficulties for children learning a foreign language. This reflects a widespread perception that managing two or more languages can lead to confusion, language interference, or slower progress in acquiring new vocabulary. While these concerns are valid, such challenges are often temporary and can be addressed with proper guidance and support. This highlights the importance of parental involvement and training, as informed parents are better equipped to support their children in overcoming these obstacles and fostering successful bilingual development.

Question Twenty-Five : If yes, which of the following difficulties have you faced as parents?

Table 2.25; Figure 2.25 Specific Difficulties experiences

Options	Pronunciation	Grammarerrors	All of them	None of them	Total
Number	4	4	11	1	20
Percentage	20%	22%	55%	5%	100%

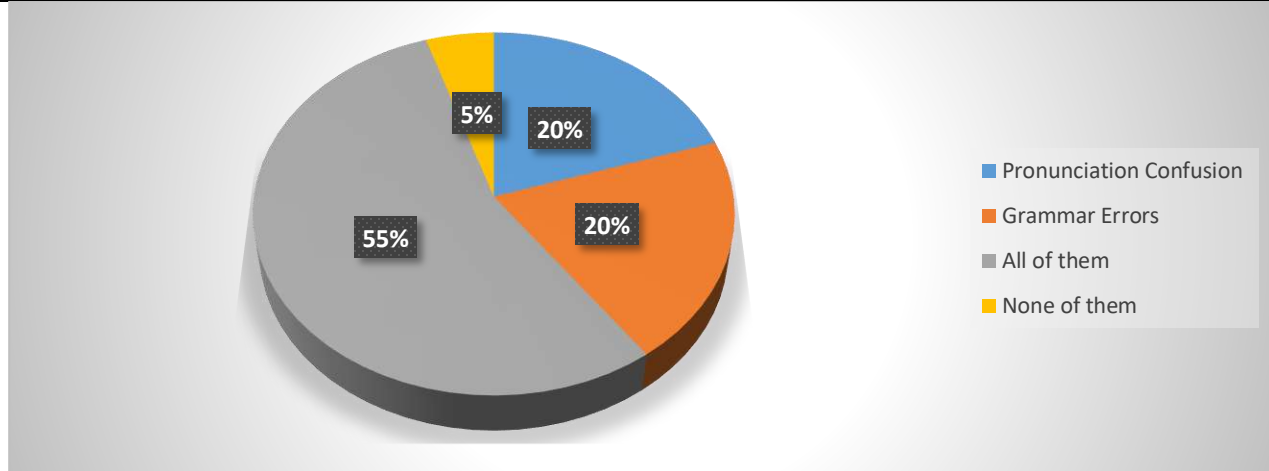


Table 2.25; Figure 2.25 show that an overwhelming 95% of parents acknowledged that bilingualism can pose challenges for children's Foreign Language Learning. This strong majority demonstrates that parents are highly aware of the complexities that come with managing more than one linguistic system. Among the reported issues, 55% of parents experienced all of the mentioned difficulties, indicating that the effects of bilingualism are often interconnected and not limited to one aspect of language learning. Grammar errors, particularly in verb tense and sentence structure, were reported by 20%, while 20% noticed pronunciation confusion—a common result of cross-linguistic interference. Interestingly, 5% of parents stated that they had faced none of the listed challenges, suggesting that the impact of bilingualism can vary significantly depending on individual circumstances, such as language exposure, proficiency levels, and support systems.

2.7 Discussion of the Results

The analysis of the questionnaire responses yielded several significant findings that shed light on parents' engagement with bilingual education and their understanding of parental training programs.

First, the demographic data revealed a predominance of female respondents, highlighting that mothers often take the lead role in supporting their children's language development. The majority of parents were relatively young and held university-level qualifications, suggesting that the sample was both active in their children's education and well-positioned to benefit from structured parental training initiatives. In terms of language exposure, the results indicated that most bilingual children began learning a second language at an early age, with English being the most commonly used foreign

language at home. This early introduction is aligned with research emphasizing the critical period for language acquisition and suggests that parents are proactive in providing multilingual environments.

The responses regarding parental training programs showed high levels of awareness, with most parents recognizing the existence and importance of such programs. However, while many parents demonstrated practical engagement by using diverse strategies—such as reading stories, watching educational programs, and playing language games—there was a noticeable gap in theoretical knowledge. Only a minority of parents were familiar with specific theories underpinning parental training, such as Bronfen brenner’s Ecological Systems Theory or Walker’s Model of Parental Involvement.

Parents overwhelmingly agreed that parental training programs are vital for enhancing their children’s bilingual abilities, especially in creating language-rich environments and offering structured support for language learning at home. Nevertheless, several challenges were also reported, particularly concerning grammar and pronunciation difficulties faced by bilingual children. These challenges highlight the complex nature of bilingualism, where the benefits are accompanied by specific learning hurdles that require tailored support.

In summary, the findings point to a well-informed and engaged parent community that values and actively supports bilingual education. However, the limited theoretical knowledge underscores the need for further education and training initiatives to deepen parents' understanding of the principles and theories that can enhance their children’s foreign language learning outcomes.

2.8 Conclusion

This chapter was conducted to confirm our hypotheses regarding parental involvement in bilingual children’s Foreign Language Learning. The findings showed that parents play an active and supportive role, especially through early language exposure and home-based strategies. The results also revealed that while parents are practically engaged, they lack a solid understanding of key bilingual education theories. Despite these gaps, parents demonstrated a positive attitude towards bilingualism and recognized both its benefits and the challenges their children face, such as difficulties in grammar and pronunciation.

CONCLUSION

2.9 General Conclusion

This dissertation set out to examine the role of parental training programs in enhancing bilingual children's Foreign Language Learning, with the aim of bridging the gap between theory and practice. Through a comprehensive review of existing literature and an in-depth analysis of empirical data collected from parents, the study has shed light on the significant influence that well-structured parental training programs can have on children's language development.

The theoretical part of the research underscored that bilingualism is a complex and dynamic process that requires continuous support both inside and outside the classroom. Parents, as primary agents in a child's early learning environment, are instrumental in reinforcing language exposure and practice at home. However, the findings also confirmed that many parents lack the necessary knowledge, strategies, and confidence to provide this support effectively—an issue that parental training programs are designed to address. The review further emphasized that such programs, when rooted in sound educational and psychological theories, have the potential to transform parental roles from passive supporters to active facilitators of language learning.

The practical part of the study, which involved the design and analysis of a detailed questionnaire, provided valuable insights into parent's perceptions, experiences, and challenges. The responses clearly demonstrated that parents recognize the importance of their involvement in their children's language acquisition journey. They expressed a strong interest in acquiring practical strategies, especially in areas like motivating their children, managing language exposure, and creating a language-rich home environment. The results also showed that parents who had participated in training programs reported feeling more competent and engaged, which positively impacted their children's progress.

In conclusion, the research highlights the essential role of parental training programs in enhancing the effectiveness of bilingual education. It calls for greater collaboration between schools, policymakers, and families to design and implement accessible and culturally sensitive training initiatives. By empowering parents with the right tools, knowledge, and confidence, these programs can create a more supportive and enriched learning environment that nurtures children's bilingual abilities and fosters long-term academic and personal success.

Future research is encouraged to explore the long-term effects of parental training on bilingual children's language proficiency and to examine how different program designs can be tailored to meet the diverse needs of families across various cultural and linguistic backgrounds. Ultimately, the findings of this study reinforce the idea that when parents are well-prepared and actively involved, the pathway to successful bilingualism becomes clearer and more attainable.

2.10 Recommendations and Implications

The findings of this study highlight the vital role of parents in supporting bilingual children's foreign language learning, and several recommendations can be drawn accordingly. Firstly, there is a need to develop structured and accessible parental training programs tailored to the needs of families raising bilingual children. These programs should provide parents with effective strategies to foster language development at home, including creating a rich linguistic environment and using engaging educational tools. Secondly, policy makers and curriculum developers should formally integrate parental involvement into language education policies, recognizing parents as active partners in the learning process. In addition, awareness campaigns and community-based initiatives are recommended to educate parents on their crucial role and to promote collaborative efforts between schools and families. Future research should also consider broader and more diverse samples, as well as adopt longitudinal methods to gain deeper insights into the long-term impact of parental support. Furthermore, technology should be utilized to facilitate training and communication, especially through online resources and virtual workshops. Finally, teacher training programs should include components on parent engagement, equipping educators with the skills to collaborate with families and enhance bilingual children's language outcomes through consistent home-school cooperation.

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Appendices

Parents Questionnaire

Dear parents,

You are kindly invited to take part in our research, It would be a great pleasure if you can answer the present questionnaire which aims at collecting information about the effect Parental Training Programs for enhancing Foreign Language Bilingual Children Learning , Your answers will help us in the success of our research.

Thank you in advance.

General informations :

1. What's your gender : Male - Female
2. What is your age ?.....
3. What's your bilingual children's age ?
 - 3–6 years
 - 6–15 years
 - 16 and above
4. What is your educational level ?.....
5. What's the Foreign Language spoken at home ?
 - Arabic
 - French
 - English
6. At what age did your bilingual child begin learning a second language?
 - Before 3 years
 - Between 3 and 6 years

- After 6 years

7. How often does your child mix or switch between languages?

- Always

- Sometimes

- Never

Section Two: Parental Training Programs

8. Have you ever heard about parental training programs designed to support bilingual children's language development ?

- Yes

- No

9. If yes, which one among the following parental training program definitions do you know?

- Parental training programs Provide skills, knowledge, and support to help parents manage

- Aimed at equipping parents with effective management and developmental strategies

- None of them

- All of them

10. Do you know the importance of parental training programs for bilingual children?

- Yes

- No

11. If yes, among the following which one do you consider ?

- They offer bilingual children better life opportunities

- They play a key role in preserving cultural identity

- They show greater openness and social adaptability compared to monolingual peers

- None of them

- all of them

12. Do you use any specific strategies for your bilingual children's learning?"

- Yes

- No

13. If yes, what strategies of parental training programs do you use?"

- Reading stories

- Watching educational programs

- Playing language games

- Speaking only in the foreign

- None of them

- all of them

14. Do you know any parental programs theories?

-Yes

- No

15. If yes, which one among the following parental training program theories do you know?"

- Ecological Systems Theory (Bronfenbrenner)

- Model of Parental Involvement (Walker et al.)

- Value of Bilingualism (Dagenais)

- None of them

- All of them

16. Do you believe that parental training programs play a crucial role for enhancing bilingual children level ?

- Yes

- No

17. If yes, which one among the following plays a crucial role for your bilingual children?

- Guide parents to use effective language strategies at home
- Help create a supportive ,language-rich environment for learning
- Non of them
- All of them

Section Three :Bilingualism In Sociolinguistic Context

18. "Do you know the definition of bilingualism?"

- Yes
- No

19.If yes, which one among the following definitions do you know?

- Bilingualism is the ability to speak more than one language
- Bilingualism is a speech situation where an individual or community controls two (or more) languages
- None of them
- All of them

20.Bilingualism categories a variety of types. Which one of these types do you know?

- Simultaneous bilinguals: learn two languages from birth)
- Sequential bilinguals: learn one language first, then another later)
- Receptive bilinguals:understand multiple languages but have limited speaking or writing skills)
- Heritage bilinguals:use a home language that differs from the dominant community language

21.Bilingualism has several benefits for children. Which one among the following benefits do you think is important for enhancing foreign language learning for bilingual children?

- Cognitive benefits (e.g., raised in a bilingual environment)
- Social-emotional benefits (e.g., social connection, cultural understanding, personal growth)
- Academic and career benefits (e.g., better chances in academic or professional life)
- None of them
- All of them

22. Are you aware about bilingualism theories?

- Yes
- No

23. Do parental training programs affect foreign language learning in bilingual children?

.....

24. Do you think the concept of bilingualism may present difficulties for children learning a foreign language? If yes, which of the following difficulties have you faced as parents?

- Yes
- No

If yes, which of the following difficulties have you faced as parents?

- Pronunciation Confusion
- Grammar Errors
- None of them
- All of them

Résumé

Cette étude examine le rôle des programmes de formation parentale dans l'amélioration de l'apprentissage des langues étrangères chez les enfants bilingues. Dans un monde de plus en plus multilingue, les enfants sont souvent exposés à plusieurs langues, et le soutien parental est reconnu comme un facteur essentiel dans leur développement linguistique. La recherche explore comment une formation structurée et un accompagnement offerts aux parents peuvent influencer positivement l'acquisition d'une langue étrangère chez les enfants bilingues. Une approche méthodologique mixte a été adoptée, combinant des données quantitatives et qualitatives recueillies à travers un questionnaire administré à 20 parents d'enfants bilingues. Les résultats indiquent que les parents ayant reçu une formation adéquate ont montré une plus grande implication et ont utilisé des stratégies plus efficaces pour soutenir l'apprentissage linguistique de leurs enfants à la maison. Les résultats montrent également que les attitudes parentales, l'exposition linguistique et la régularité ont un impact significatif sur les progrès des enfants. De plus, l'étude met en évidence certaines difficultés rencontrées par les apprenants bilingues, telles que la compréhension de lecture et les problèmes d'expression écrite, qui peuvent être atténuées grâce à un soutien parental éclairé. L'étude conclut en soulignant l'importance de la mise en œuvre de programmes de formation parentale bien conçus et recommande des recherches futures pour développer des modèles adaptés culturellement et linguistiquement à différents contextes bilingues.

Mots-clés :

Programmes parentaux ; Enfants Bilingues – l'apprentissage d'une langue second – Le développement du Langage.

ملخص الدراسة

تبحث هذه الدراسة في دور برامج تدريب الوالدين في تعزيز تعلم اللغة الأجنبية لدى الأطفال ثنائيي اللغة. في عالمنا اليوم المتعدد اللغات بشكل متزايد، غالبًا ما يتعرض الأطفال لأكثر من لغة، وقد تم تحديد دعم الوالدين كعامل أساسي في تطورهم اللغوي. تهدف هذه الدراسة إلى استكشاف كيفية تأثير التدريب المنظم والإرشاد الموجه إلى الوالدين بشكل إيجابي على اكتساب الأطفال ثنائيي اللغة للغة أجنبية. تم اعتماد منهجية مختلطة، تجمع بين البيانات الكمية والنوعية، من خلال استبيان وُرِّع على 20 ولي أمر لأطفال ثنائيي اللغة. تشير النتائج إلى أن الآباء الذين تلقوا تدريبًا مناسبًا أظهروا مشاركة أكبر واستخدام استراتيجيات أكثر فعالية في دعم تعلم أطفالهم للغة في المنزل. كما أظهرت النتائج أن مواقف الوالدين، وكمية التعرض للغة، والاتساق في الممارسة تؤثر بشكل كبير على تقدم الأطفال. بالإضافة إلى ذلك، تسلط الدراسة الضوء على بعض التحديات التي يواجهها المتعلمون الثنائيي اللغة، مثل صعوبات الفهم القرآني والكتابة، والتي يمكن التخفيف منها من خلال الدعم الواعي من قبل الوالدين. وتختتم الدراسة بالتأكيد على أهمية تنفيذ برامج تدريبية مصممة بشكل جيد للوالدين، وتقتراح إجراء بحوث مستقبلية لتطوير نماذج تتماشى مع الخصائص الثقافية واللغوية لمختلف البيئات الثنائية اللغة.

الكلمات المفتاحية

أطفال ثنائيي اللغوية - تطور اللغة - تعلم اللغة الثانية -- برامج الوالدين