



The Difficulties That Encounter Monolinguals Compared To Bilinguals In A Second Language Classroom

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ABSTRACT

This study reported here focused on the difficulties that monolingual compared to bilingual learner in English language classrooms. It primarily aimed to determine the difficulties that monolinguals in English language learning compared to bilinguals, it also, aimed to establish the difference between these two types of learners, and it concluded with solutions for limiting these differences. This study employed a mixed method approach, meaning that both qualitative and quantitative data were gathered. Both qualitative interviews and quantitative questionnaires were employed in the data collecting process for this study. Purposive sampling was the method utilized to choose the research sample. The participants in this research for quantitative data were students whose age ranges from 15 years old in property school to 23 in college. Some of the participants were from Human Sciences College and several others were from a property school called Safwat Almaaref and English teachers who teach at Al Asmariya University. Data was analyzed using SPSS and thematic analysis. The study's conclusions showed that the majority of monolingual English learners struggle and have issues with learning the language in general, which are due to several factors that delay their process of learning English. The study concluded that bilinguals are better at English language learning because they can code-switch between languages without either language being affected. While monolinguals only rely on their native language. To bridge the gap between bilinguals and monolinguals, monolinguals could get more exposed to the English language and culture.

Keywords: *Language, Bilingual, Monolingual, Second language, Native Language.*

1. INTRODUCTION

A language is a specific system that a country or people use to communicate ideas through sounds, symbols, etc. The primary means of communication is language. It is by body

language, sign language, or spoken language. It's also how people communicate their views. Every nation has its language. Certain nations also speak more than one language, depending on the many civilizations that make up that nation. For example, English and French are the two official languages of Canada. They use Hindi, Urdu, Punjabi, and other languages much more in India. For humans, communication is essential to their existence. Because the contact between people and cultures is more widespread than ever, studying or gaining a second language has consequently become increasingly popular. These days, people live together regardless of ethnicity or background and share more than simply things and information (Muftah et al., 2022).

These days, a large number of individuals worldwide study a second language. Certain learners, nevertheless, are lucky enough to be bilingual. We refer to them as bilinguals. The researcher noticed that bilinguals typically do better in language via personal observation. There are differences in ideas and assertions, the researcher found while reviewing previous studies and researchers. This paper attempted to minimize those variations. Reducing the gap between monolingual and bilingual students in second-language classes was another goal of this study. According to Bhattacharjee (2012), bilinguals are more intelligent than monolinguals since they typically do better in most activities they come across, not just language-related ones. Additionally, he thought that bilinguals were cognitively stronger and had the capacity for multitasking.

But in his study on second language acquisition, Stefánsson (2013) refuted Genesee's (2008) assertion that young children have a short memory and poor understanding of new vocabulary, citing the influence of age and motivation. They would thus be at a disadvantage if they were multilingual. Bilingual people are better at multitasking and switching between languages, according to a scholarly paper (Prior and Gollan, 2011). Prior and Gollan (2011) found that while bilinguals have an advantage, not all bilinguals necessarily benefit from it in the same way. To put it another way, several variables affect their brains in different ways, strengthening certain areas while weakening others.

Nowadays, many individuals engage in the popular activity of learning a second language. Some people learn it by enrolling in courses and language lessons. On the other hand, some individuals acquire a language through social interactions with language users or by living in the language-learning community. The latter is said to be more organic and akin to learning a language at birth (Hammer, 2014). Since learning a second language has gained popularity, most nations—if not all of them—have included it in the curriculum for schools. Some fortunate students may be multilingual, which might enable them to do better in a language course than their peers. This study's primary goal is to draw attention to the challenges monolinguals have when learning a second language in contrast to bilinguals.

2. RESEARCH QUESTIONS

- 1) How to determine the language tasks that bilinguals perform better than Monolinguals?
- 2) How to discover the reason behind the ways in which bilinguals and monolinguals differ in linguistic tasks?
- 3) How to establish solutions for limiting these differences?

3. OBJECTIVES of The STUDY

Finding out what challenges monolingual learners have in a foreign language classroom in comparison to bilingual learners was the goal of the study. The study article set out to accomplish the following goals:

1. To determine the language tasks that bilinguals perform better than Monolinguals.
2. To discover the reason behind the ways in which bilinguals and monolinguals differ in linguistic tasks.
3. To establish solutions for limiting these differences.

4. PREVIOUS STUDIES

In 2018, Norbahira Mohamad Nor and Raduzwan Ab Rashid published a study titled "A review of theoretical perspectives on language learning and acquisition." The study's objectives were to define the process of acquiring a language (L1) and elucidating how L1 and L2 are related, as well as to elaborate on the differences and similarities between them. The study's findings revealed that there are many interrelated factors that affect L1 and L2 acquisition, and as a result, no single linguistic theory can guarantee success—rather, people learn and acquire in different ways.

Nuria Sebastian-Galles, (2010) on the other hand reviews the research on preverbal children raised in a bilingual setting has revealed both notable parallels and distinctions between the approaches taken by monolingual and bilingual future generations to address the challenge of language acquisition. Galles' study also makes the case that some seemingly unsuccessful bilingual experiments which are actually the result of experimental setups intended to assess baby monolinguals. These statistics, when properly evaluated, show that there are effective ways to acquire two languages and develop into proficient adult bilingual speakers. The study's findings demonstrated that, in contrast to monolingual newborns, bilingual infants do not experience delays. Infants who are monolingual or bilingual may simultaneously distinguish between the two languages spoken in their surroundings, adjust their phoneme inventories, and acquire word-object association at similar ages.

5. METHODS

This study employed a mixed method approach, meaning that both qualitative and quantitative data were gathered. Both quantitative questionnaires and qualitative interviews were employed in the data gathering for this study. The purpose of using questionnaires in this research was to ensure uniformity in the data collected from various respondents by providing a consistent method for data collecting. The acquired data may be more easily compared and statistically analyzed because of this uniformity. The numerical data obtained from the quantitative character of questionnaire replies may be statistically analyzed to objectively uncover links and trends. Researchers may obtain a substantial quantity of data quickly and at a cheap cost by using questionnaires, which are an efficient and cost-effective method of data gathering. Because qualitative interviews offer a means of deeply exploring respondents' viewpoints, experiences, and insights about the research issue, they were employed in this study (Taherdoost, 2021).

Researchers can explore more deeply into subtle facets of the topic that may not be revealed by using only quantitative measurements thanks to the use of this qualitative

technique. Researchers might pursue intriguing leads and investigate emergent themes by modifying questions and probes during interviews in response to interviewees' replies. Interviews give priority to the participant's voice, providing a platform for people to use their own words to share their thoughts and experiences. By fostering a closer relationship between the participant and the researcher, this participatory technique improves the quality and authenticity of the data that is gathered (Tenny et al., 2022).

The population of this study were students from the Human Sciences college and several others were from a property school called Safwat Almaaref and English teachers at Al Asmariya University. Purposive sampling was the method utilized to choose the research sample. One method for selecting samples while taking certain factors into account is called purposeful sampling. This purposive sampling strategy is being used because it is appropriate for use in quantitative research and non-generalizable research. The criteria for participants in this research for quantitative data were students whose ages ranges from 15 years old in property school to 23 in college. Some of the participants were from Human Sciences College and several others were from a property school called Safwat Almaaref. For qualitative data, the criteria for participants are English teachers who teach at Al Asmariya University.

The questionnaire was given to bilingual and monolingual learners who study English language at Al Asmariya University. It was also handed out to bilingual and monolingual preparatory school students. The questionnaire contained nine close-ended questions, in addition to six open-ended questions. The interview was conducted with seven English teachers. Quantitative data was analyzed using SPSS by analyzing frequencies and descriptive statistics from participants' answers. Then the qualitative data was analyzed using thematic analysis. Descriptive analysis was provided by descriptive summaries for several significant variables together with summary statistics in the form of tables and graphs (Nassaji, 2015). Following that, theme analysis was used to examine the qualitative data. Finding, evaluating, and reporting themes within phenomena is possible through the use of the thematic approach. Finding, examining, and summarizing patterns or themes in data is done through the use of thematic analysis (Nowell et al., 2017).

6. LITERATURE REVIEW

Learning / Acquiring A Language

Although it takes time and effort, learning and adopting a language is a natural process in life. According to Annick De Houwer (1999), youngsters can pick up a language easily, but it may take them years to become fluent. Although young individuals find it simpler to pick up a language, true language acquisition comes from using and practicing linguistic aspects. Languages, according to De Houwer, are extremely complicated. One requires a great deal of life experience to understand all of their complexity. When learning to talk, the surroundings are crucial. Youngsters only begin to speak when they hear others converse with them in a variety of settings. Although it takes time and effort, learning and adopting a language is a natural process in life. According to Annick De Houwer (1999), youngsters can pick up a language easily, but it may take them years to become fluent. Although young individuals find it simpler to pick up a language, true language acquisition comes from using and practicing linguistic aspects. Languages, according to De Houwer,

are extremely complicated. One requires a great deal of life experience to understand all of their complexity. When learning to talk, the surroundings are crucial. Youngsters only begin to speak when they hear others converse with them in a variety of settings.

Use of Language

Troike & Barto (2018) state that one element of learning a second language is developing pragmatic competence, which is the capacity to use a language correctly. This is what individuals need to understand to comprehend and communicate meaning in a communicative setting. Children possess the potential and innate understanding of some language forms and structures, according to research by Szczegielniak (2012) titled *Introduction to Linguistic Theory: Language Acquisition*. For example, children can unconsciously create a question by flipping the auxiliary verb in the main phrase. The knowledge that people have of these linguistic components is subconscious, according to Szczegielniak's work. Because a person's language usage is influenced by their stage of acquisition, Szczegielniak concluded that younger people use the prior factors of structure dependency and constituents' form differently from older people. Bilingual language use is more sophisticated, nuanced, and adaptable. Prior and Gollan (2011) assert that bilinguals are really better at multitasking and switching between languages.

Approaches On Second Language Acquisition

Early Approaches

- a. Contrastive analysis: This method helps determine the similarities and contrasts between two languages by considering the challenges that learners have when comparing their L1 and L2 languages. The contrastive analysis technique was greatly impacted by theories from the fields of psychology and linguistics, such as behaviorism and structuralism (Troike & Barto, 2018).
- b. Error analysis: The first approach to investigating SLA that emphasizes learners' capacity for creative language generation is error analysis (EA). Unlike idealized language structures ascribed to native speakers of L1 and L2, it is based on the reporting and analysis of actual learner errors in L2 (as in CA).
 - a) Contrary to popular belief, CA's forecasts did not consistently translate into actual learner errors. Perhaps more concerningly, many actual student errors do not appear to be attributed to the transfer from L1 to L2.
 - b) The elite focus on surface-level forms and designs by auxiliary language specialists shifted to concern for core rules when phonetic theory was altered.
 - c) Many etymologists and therapists have made a genuine effort to refute the behaviorist assumption that language securing is explained by preferential arrangement.
 - d) Compared to the study of CA, the SLA investigation was not as highly influenced by educational concerns. L2 learning began to be perceived as somewhat separate from L2 teaching, and analysts began to separate problems with SLA from academic ones.
 - e) Inter-language: Based on the same etymological and neuroscientific principles as Corder, and expanding upon his ideas and approaches for English as a second language, the phrase "inter-language" (IL) was first used by Selinker (1972) to

describe the intermediate states, or intermediate language structures, that a learner's dialect exhibits as it gets closer to the target L2. An interlanguage has the following characteristics::

- 1) Methodical.
- 2) Intense.
- 3) Changeable.
- 4) A more compact system in terms of both shape and function.
- 5) Research on morpheme orders.
- 6) The watch model.
- 7) Interactions linguistic.

Functional Approaches

- a. Systematic linguistics: Beginning in the late 1950s, M.A.K. Halliday developed systematic linguistics. This program may be used to analyze dialect in terms of the connected sets of options available for meaningful communication.
- b. Functional typology: This method, which is based on a comparative analysis of a large number of dialects worldwide, is another one within the utilitarian framework.
- c. Function-to-form mapping: This helpful strategy, which has been linked to the portrayal and study of interlanguage, emphasizes function-to-form mapping inside the acquisitional framework.
- d. Information organization: According to Klein and Perdue (1997), how learners put their words together is the focal point of an articulation structure-based utilitarian approach.

Language Acquisition Theories

- a. Theory of creative construction: Also referred to as the naturalistic approach. Stefánsson (2012) highlighted Krashen's perspective on the subject. Krashen distinguished between learning and acquiring a language.
- b. The theory of communicative language teaching: As the name suggests, this theory is centered on the teaching of communicative languages. This theory's learner-centeredness is its second key feature. the primary subject of this correspondence. It is centered on how well the student can communicate using the language. a feature that has led to academics favoring it greatly during the past 20 years.
- c. Cognitive Approach theory: Based on the idea that system information may be automatically and unconsciously recalled, Stefánsson (2012) developed the cognitive approach theory. A statistic that underscores the importance of introducing the target language to the pupils.

Advantages of Learning a Second Language and Being Bilingually

The fact that a person can speak two languages dose not only seem to give them communication advantages, but somehow it is cognitively beneficial. It also has an effect on their personalities. Besides the protection they gain against the ravage of old age.

- a. Response to other languages

- b. Focus and flexibility
- c. More mental ability
- d. Neutral view point
- e. More sociable
- f. Protects against the ravage of old age (de Lange, 2012).

7. RESULTS AND DISCUSSION

The Closed- ended questions

The results for the question “How well students understand the English language?” in Figure 1, reflected the students' comprehension of the English language. 50% of bilingual students said good. The remaining 50% said excellent. For monolingual students, the majority of 70% answered average. A minimum of 20% answered good. Only the remaining 10% were excellent. The results correspond with the hypothesis, bilinguals' brains are more adapted to acquiring a language which makes the process of learning a language almost effortless.

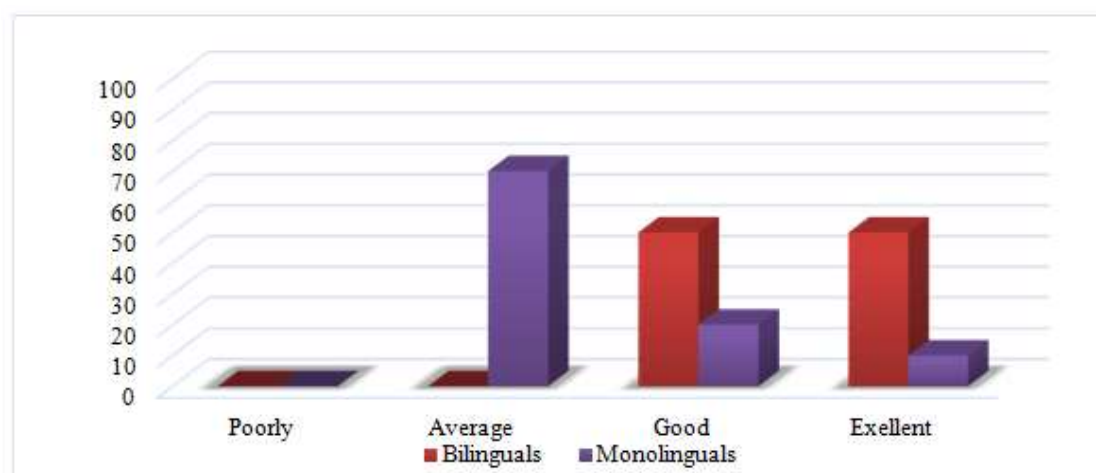


Figure 1. How well students understand the English language?

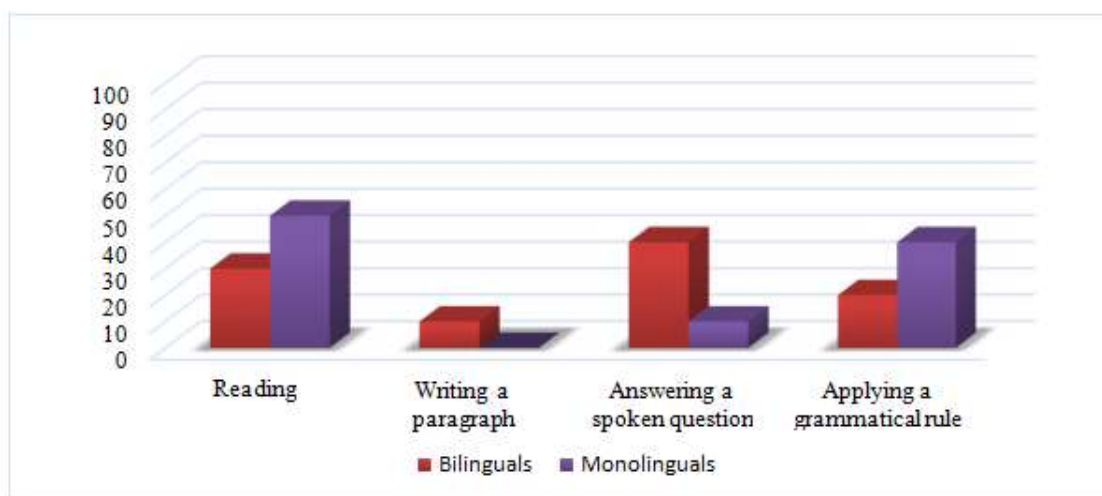


Figure 2. Type of activities easier for students?

In terms of language abilities, the figures showed a wide range of differences. These differences reflected the learners' process of the English language. 30% of bilingual learners answered reading, 10% writing a paragraph, 40% answered a spoken question, and 20% applying grammatical rules. Monolingual learners, on the other hand, answered 50% reading, 0% writing a paragraph, 10% answering a spoken question, and 40% applying grammatical rules. These results showed that the majority of bilingual learners conducted the output skills of English effortlessly compared to monolinguals. Whereas, monolingual students appear to be more at ease with input skills. The personality and background of the learner have a major influence on students' learning habits and abilities. Therefore bilinguals' language abilities are more natural.

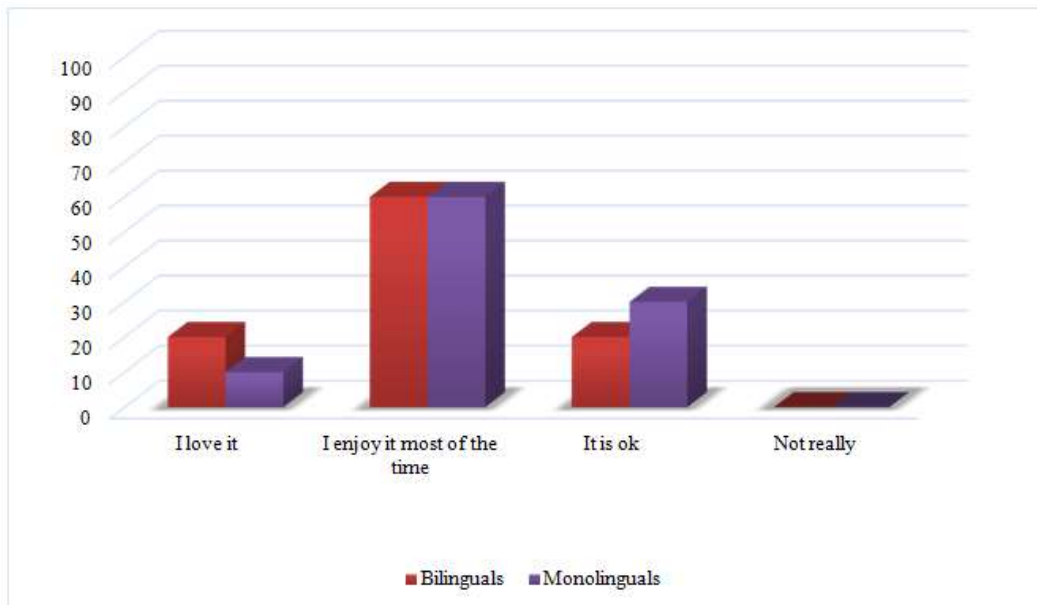


Figure 3. How much the students enjoy the English lesson?

The statistics reflected the students' engagement in the English lesson. The bilinguals' opinions were as follows, 20% love it, 60% enjoy it most of the time, 20% it is ok, and 0% not really. In comparison, monolinguals' opinions' were, that 10% love it, 60% enjoy it most of the time, and 30% it is ok, and 0% not really. While results were similar a close analysis revealed that bilinguals are more engaged in the English lesson. This outcome illustrated that motivation maybe one factor that exceeds any other factor. It is the driving force that overcomes any obstacle and makes learning enjoyable.

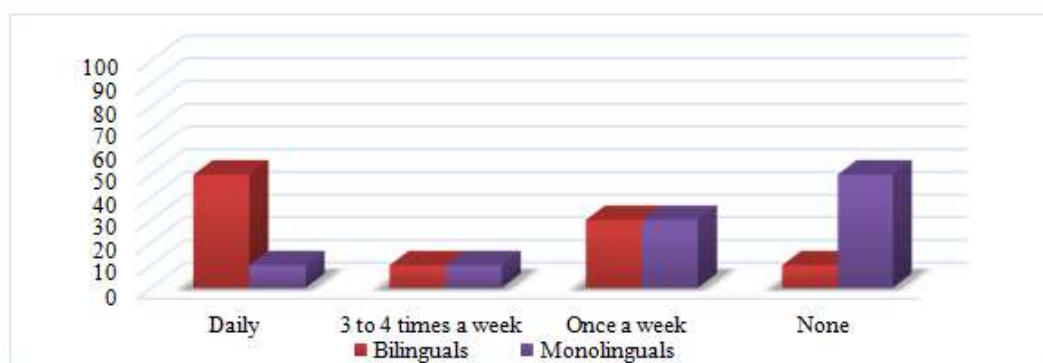


Figure 4. How much time students spend using of English outside of the classroom?

The answers to the question provided insight into how the students used English outside of the classroom. The data obtained from the bilingual learner of the English language are, 50% daily, 10% 3 to 4 times a week, 30% once a week, and 10 % none. The figures for monolingual learners are somewhat reversed. 10% daily, 10% 3 to 4 times a week, 30% once a week and 50% none. The results of this data are in agreement with the hypothesis, the learner's exposure to the culture of English-speaking countries assists them in understanding and learning the language.

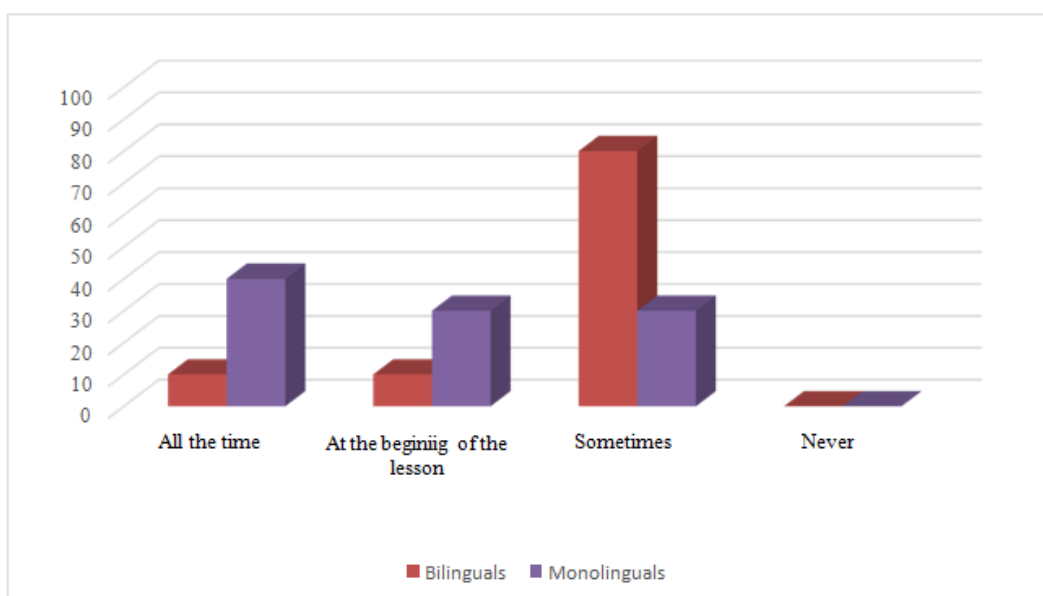


Figure 5. How frequently the teacher speaks in English during the Lesson?

The results for this question were concerned with the teachers' use of the target in class. The answers for the bilinguals were, 10% all the time, 10% language at the beginning of the lesson, 80% sometimes, and 0% never. The monolinguals' answers were slightly different, 40% all the time, 30% at the beginning of the lesson, 30% sometimes, and 0% never. The difference in the results may be attributed to the sensitivity of the bilinguals' brains to language switching. Thus, teacher's lack of use of the language could put an advantage to monolinguals, and confuse bilinguals.

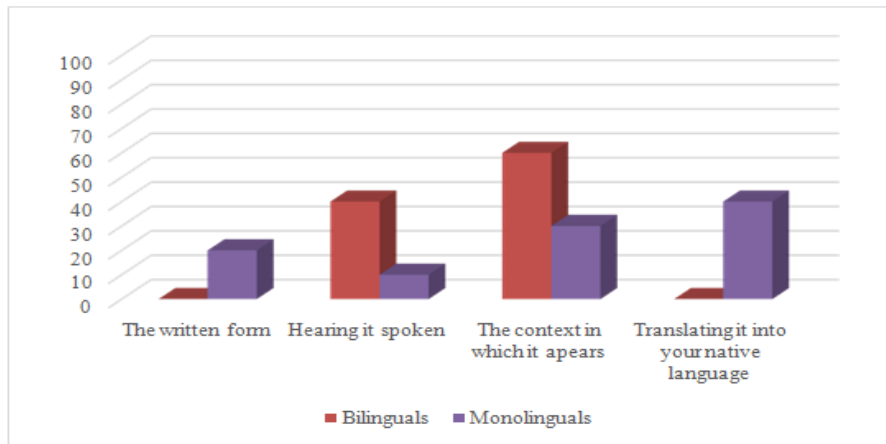


Figure 6. What helps the students understand the meaning of an English statement?

This question illustrated the learners' comprehension and process of the English language. The bilinguals' results, were 0% written form, 40% hearing it spoken, 60% the context in which it appears and 0% translating it into your native language. The results for monolinguals, however, were, 20% the written form, 10% hearing it spoken, 30% the context in which it appears and 40% translating it into your native language. The statistics obtained in this question, support the hypothesis that the learner's exposure to the culture of English-speaking countries assists them in understanding and learning the language.

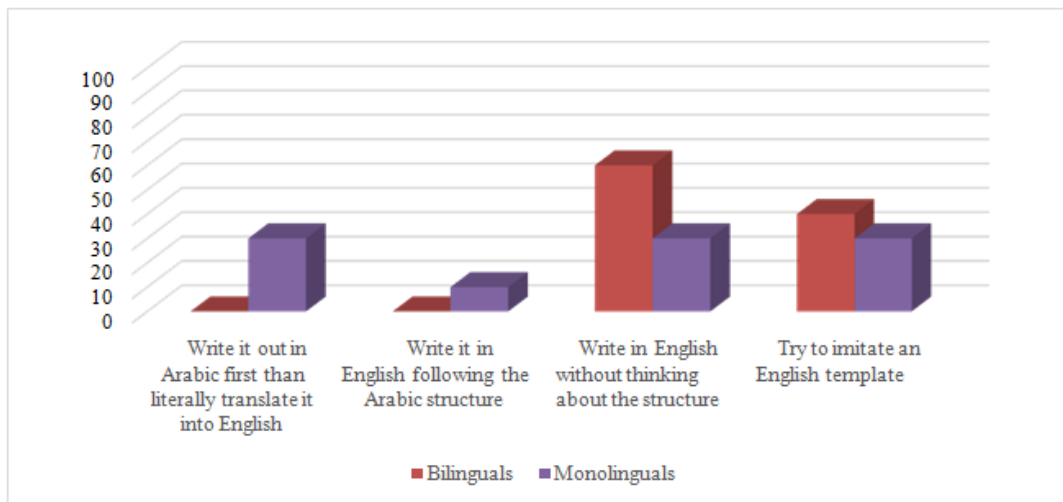


Figure 7. How students deal with the process of writing an English Piece?

The results of this question revealed how monolingual and bilingual learners deal with writing in the English language. 0% of bilingual learners write it out in Arabic first and then literally translate it into English, 0% write it in English following the Arabic structure, 60% write in English without thinking about the structure and 40% try to imitate an English template. However, the data collected from monolingual students is somewhat different. 30% write it out in Arabic first then translate it into English, 10% write it in English following the Arabic structure, 30% write in English without thinking about the structure and 30% try to imitate an English template. The data results are in line with the

hypothesis, the similarities between languages in vocabulary and structure may be the cause of bilinguals exceeding in a language class.

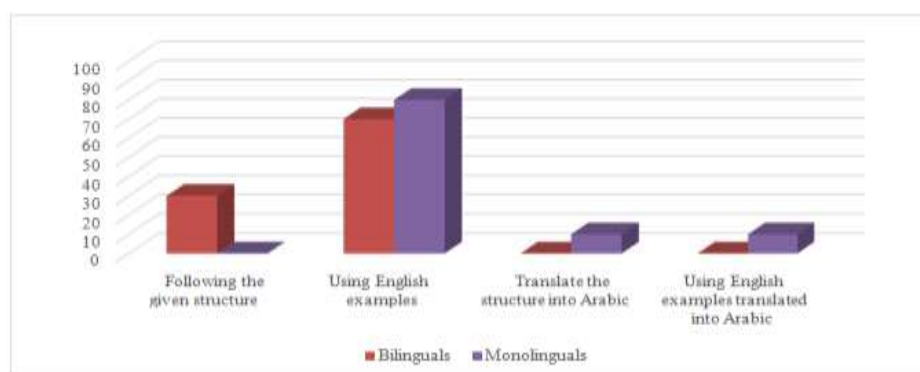


Figure 8. What helps students understand the grammatical forms of the English language?

The data collected through this question represents how the two categories of learners – bilinguals and monolinguals – comprehend the grammar and structure of the English language. The bilinguals' answers were as follows: 30% following the given structure, 70% using English examples, 0% translating the structure into Arabic, and 0% using English examples translated into Arabic. Whereas monolinguals' answers were, 0% follow the given structure, 80% use English examples, 10% translate the structure into Arabic and 10% use English examples translated into Arabic. These statistics correspond with the hypothesis, that the personality and background of the learner have a major influence on students' learning habits and abilities. Therefore bilinguals' language abilities are more natural.

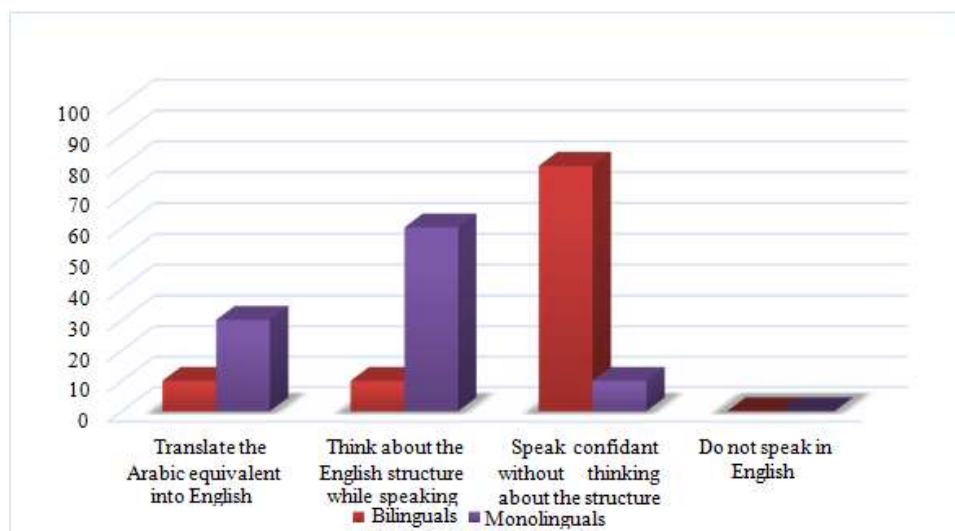


Figure 9. the process the students follow when speaking English.

The statistics for this question reflected the nature in which learners deal with the oral aspect of the English language. The results obtained from bilingual learners are the following: 10% translate the Arabic equivalent into English, 10% think about the English structure while speaking, 80% speak confidently without thinking about the structure, and 0% do not speak English. The answers from the monolingual learners were: 30% translate

the Arabic equivalent into English, 60% think about the English structure while speaking, 10% speak confidently without thinking about the structure, and 0% do not speak English. These statistics paralleled the hypothesis, that the personality and background of the learner have a major influence on students' learning habits and abilities. Therefore bilingual language abilities are more natural.

Descriptive Analysis

Table 1. Descriptive Analysis

Bilinguals					
Item number	Item	Poorly	Average	Good	Excellent
1	How well do you understand the English language?	0%	0%	50%	50%
Monolinguals					
Item number	Item	Poorly	Average	Good	Excellent
1	How well do you understand the English language?	0%	70%	20%	10%
Bilinguals					
Item number	Item	Reading	Writing a paragraph	Answering a spoken question	Applying a grammatical rule
2	What type of activities are easier for you?	30%	10%	40%	20%
Monolinguals					
Item number	Item	Reading	Writing a paragraph	Answering a spoken question	Applying a grammatical rule
2	What type of activities are easier for you?	50%	0%	10%	40%
Bilinguals					
Item	Item	I love it	I enjoy it most of the	It is ok	Not really

number			time		
3	How much do you enjoy the English lesson?	20%	60%	20%	0%
Monolinguals					
Item Number	Item	I love it	I enjoy it most of the time	It is ok	Not really
3	How much do you enjoy the English lesson?	10%	60%	30%	0%
Bilinguals					
Item Number	Item	Daily	3 to 4 times	Once a week	None
	How much time do you spend using the English language outside the classroom?	50%	10%	30%	10%
Monolinguals					
Item Number	Item	Daily	3 to 4 times	Once a week	None
	How much time do you spend using the English language outside the classroom?	10%	10%	30%	50%
Bilinguals					
Item Number	Item	All the time	At the Beginning of the lesson only	Sometimes	Never
5	How frequently does your teacher speak English during the lesson?	10%	10%	80%	0%
Monolinguals					
Item	Item	All the time	At the	Sometimes	Never

Number			beginning of the lesson only		
5	How frequently does your teacher speak English during the lesson?	40%	30%	30%	0%
Bilinguals					
Item Number	Item	The Written form	Hearing it spoken	The context in which it appears	Translating it into your native language
6	What helps you understand the meaning of an English statement?	0%	40%	60%	0%
Monolinguals					
Item number	Item	The written form	Hearing it spoken	The context in which it appears	Translating it into your native language
6	What helps you understand the meaning of an English statement?	20%	10%	30%	40%
Bilinguals					
Item number	Item	Write it out in Arabic first than literally translate it into English	Write it in English following the Arabic structure	Write in English without thinking the structure	Try to imitate an English template
7	When writing an English piece what do you do?	0%	0%	60%	40%
Monolinguals					
Item	Item	Write it out in	Write it in	Write in	Try to

number		Arabic first than literally translate it into English	English following the Arabic structure	English without thinking the structure	imitate an English template
7	When writing an English piece what do you do?	30%	10%	30%	30%
Bilinguals					
Item number	Item	Following the given structure	Using English examples	Translate the structure into Arabic	Using English examples translated into Arabic
8	When learning about language forms what is the best way that helps you understand and apply it?	30%	70%	0%	0%
Monolinguals					
Item number	Item	Following the given structure	Using English examples	Translate the structure into Arabic	Using English examples translated into Arabic
8	When learning about language forms what is the best way that helps you understand and apply it?	0%	80%	10%	10%
Bilinguals					
Item number	Item	Translate the Arabic equivalent into English	Think about the English structure while speaking	Speak confident without thinking about the structure	Do not speak in English

9	While speaking in English do you	10%	10%	80%	0%
Monolinguals					
Item number	Item	Translate the Arabic equivalent into English	Think about the English structure while speaking	Speak confident without thinking about the structure	Do not speak in English
9	While speaking in English do you	30%	60%	10%	0%

In summary, the students' questionnaire was divided into three groups to provide the acquired results for the research questions made previously. Three questions were made to answer each research question. The first group of the questions provided accurate answers for the first research question, how to determine the language tasks that bilinguals perform better than Monolinguals? The results confirmed that bilinguals and monolinguals deal with language tasks differently, monolinguals are more concerned with the input skills of the English language (reading and listening) whereas, bilinguals enjoy and perform better in the output skills (speaking and writing). The Second group of questions was concerned with the second research question which is: how to discover the reason behind the ways in which bilinguals and monolinguals differ in linguistic tasks? The outcome for this group of questions confirmed that bilinguals in general exceed monolinguals in the majority of language tasks. And, the last group of questions provided suitable answers for the third and final question: what are the solutions for limiting these differences? Which states that the main and most important factor in limiting the gap between bilinguals and monolinguals is the use of language. Teachers have better use the language as much as possible in their lessons, while students could get exposed to the language as much as possible, not just in the classroom.

The open-ended questions

Not all bilinguals have a motivation for learning English, other than it is the easiest major or, they have to learn it at school as a subject. 6 out of 10 are motivated. The majority of them hope to develop their linguistic skills even more. Whereas, some of them would like to benefit from it in their professional lives and become translators. For monolinguals, however, only 3 out of 10 are motivated and would like to improve themselves even further. The other 7 out of 10 gave insufficient answers, which emphasizes their lack of understanding and poor language comprehension. After analyzing each question separately, the researcher concluded that, generally, bilinguals are better language learners. Although monolinguals can learn and understand another language, they still encounter difficulties. Monolinguals tend to apply incorrect language structures and commit more grammatical and spelling errors. This paper also revealed that monolinguals are highly influenced by

native language. An influence that, in some cases leads to the wrong interpretations. A point that is emphasized by their answers to question six.

Finding and analysis of teachers' interviews

The teachers' interviews confirmed that bilingual students deal better with the language processes of learning a language because they are better at code-switching between the two languages. The majority of the teachers believe that bilingual students are better at language skills in general and this is because they are more exposed to the culture of English-speaking countries. However, they believe that monolingual students have difficulty with the skills of the language because they insist on treating the English language in a way that is identical to their native language (Arabic) disregarding the differences between the types of the two languages. Most of the teachers also stated that monolingual students have difficulty in using English language in a classroom because they lack confidence in their ability and they are nervous about making mistakes.

8. CONCLUSION

The result of the data leads one to the conclusion that the main difference between monolinguals and bilinguals in learning a language is that bilinguals are better at code-switching between the two languages. Bilinguals also, treat the language they are learning in a similar way in which they treat their native language. Thus, the process is almost effortless. Given these factors, monolinguals seem to face various difficulties. The most important one of them is inconsistency in using the language that they are learning fluently. Monolinguals also, seem to treat the language in a way that is completely identical to their native language. Disregarding the differences between the two languages. Bilinguals exceed monolinguals in a second-language classroom because bilinguals find language tasks effortless. Monolinguals, on the other hand, find it difficult to not only perform language tasks but also lack the confidence to overcome their fear of making mistakes. To overcome their fear, monolinguals could build their language abilities believe in themselves, and not fear the possibility of mistakes and errors. They could also expose themselves to the language more often. Exposure to the culture of English-speaking countries is an excellent way of building language knowledge and skills.

In general, the results confirmed that bilinguals perform the majority of language tasks better than monolinguals. Even though, monolinguals sometimes put more effort. However, the influence of their native language- Arabic- seems to be holding them back from grasping the language in a classroom setting. Monolinguals' lack of confidence is also a factor that hinders them from performing better at language tasks and acquiring language abilities. This is mostly enhanced by the belief that the English language is difficult and almost impossible to learn. To overcome the difficulties mentioned above, several things may assist monolinguals in decreasing the gap between them and bilinguals. They could attempt to treat the English language in a way that is separate from the way they treat their native language. Exposure could also aid monolinguals in learning the oral aspect of the English language. Constant use of the English language could go a long way toward monolinguals learning the English language, not just in a classroom environment.

9. Recommendations

Several recommendations were made in light of the current study's findings to overcome the difficulties experienced by monolingual language learners in second language schools. It is recommended that educators choose subjects that expose monolingual students to the cultures of English-speaking nations and promote heavy reliance on the language in both classroom and non-class contexts. Other recommended tactics include using English in instruction regardless of difficulty and refraining from showing preference for bilingual pupils. By limiting the usage of local languages, teachers may set an example for their pupils by assigning activities that are challenging to all students. Instructional approaches should also take into account the diversity of pupils' features and cultural variances.

In a similar vein, it is recommended that students actively practice their English outside of class, converse with peers in the language, and spend their spare time immersed in English culture. Language acquisition and competency can be aided by limiting the usage of native languages and avoiding equating English terms with those in other languages. It is suggested that future researches focus on certain facets of language acquisition, broaden the scope of the study by utilizing bigger participant samples, and produce fresh perspectives by extending the body of current literature. Formulating research topics that significantly advance the subject of second language acquisition might be aided by a thorough study of prior research. These recommendations seek to improve the educational process and results for monolingual language learners, promoting their fluency and self-assurance in the English language.

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الصعوبات التي تواجه أحادي اللغة مقارنة بثنائي اللغة في القاعة الدراسية للغة الثانية

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الملخص

ركزت هذه الدراسة على الصعوبات التي تواجه متعلمين أحادي اللغة مقارنة بمتعلمين ثنائيي اللغة في فصول اللغة الإنجليزية. هدفت هذه الدراسة بالدرجة الأولى إلى تحديد الصعوبات التي تواجه أحاديي اللغة في تعليم اللغة الإنجليزية مقارنة بثنائيي اللغة، وكذلك هدفت لترسيخ الاختلاف بين هذين النوعين من المتعلمين، وانتهت بحلول للحد من هذه المشاكل. هذه الدراسة قدمت بعض البحوث السابقة التي قد أجريت في بلدان أخرى في هذا المجال. أظهرت نتائج هذه الدراسة ان معظم طلاب اللغة الإنجليزية أحاديي اللغة لديهم مشاكل وصعوبات بشكل عام، والتي ترجع إلى العديد من العوامل التي تؤخر عملية تعلم اللغة الإنجليزية. وانتهت بأن ثنائيي اللغة أفضل في تعلم اللغة الإنجليزية، لأن لديهم القدرة على التبديل بين اللغات دون أن تتأثر اللغات الأخرى. بينما يعتمد أحاديي اللغة فقط على اللغة الأم. لكي نسد هذه الفجوة بين أحاديي وثنائيي اللغة، يمكن لأحاديي اللغة أن يتعرفوا أكثر على اللغة والثقافة الإنجليزية.

الكلمات المفتاحية : اللغة، ثنائي اللغة، أحادي اللغة، اللغة الثانية، اللغة الأم