



# Exploring the Intricacies and Interferences of Spoken and Written Language Acquisition in English Language Learners: Challenges and Strategies

(A case study students of language & Translation  
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## ABSTRACT

Acquiring proficiency in spoken and written English poses considerable challenges for English language learners (ELLs) due to the complex interplay of linguistic, cognitive, socioemotional, and sociocultural factors involved. This mixed methods study aimed to gain deeper insight into these intricacies by examining the difficulties ELLs encounter in developing oral and literacy skills in English as a second language. Quantitative and qualitative data were collected from 115 Arabic-speaking ELL students. Surveys, interviews, classroom observations, and academic records provided multidimensional perspectives. Results revealed major obstacles such as limited vocabulary, phonological difficulties, unfamiliarity with syntactic structures, and orthographic differences between Arabic and English. Anxiety, lack of confidence, and inadequate exposure to comprehensible linguistic input also emerged as key barriers. At the same time, scaffolding techniques, sheltered instruction, technology integration, family engagement initiatives, and culturally responsive teaching approaches were identified as effective ways to support ELLs in acquiring spoken and written English skills. While the scope was limited to one educational context and language population, this research contributes valuable insights into the variable factors influencing ELLs' second language acquisition processes. It provides a foundation for developing targeted instructional practices and environments that are responsive to ELLs' multifaceted linguistic and socioemotional needs. Further expansive studies are warranted to determine the generalizability and applications of these findings for diverse ELL groups across settings .

**Keywords:** English language learners (ELLs), Spoken English, Written English, Second language acquisition, Language immersion, Arabic speakers.

## Introduction

Language acquisition is a multifaceted process, particularly for English Language Learners (ELLs), who must navigate both spoken and written forms of the language. Spoken language acquisition often precedes written language acquisition, yet both are interdependent and critical for overall language proficiency. This paper investigates the intricacies of these processes, focusing on the challenges ELLs face and the strategies that can support their learning. ( L A) is a fundamental aspect of human development, and proficiency in spoken and written language is crucial for academic success and social integration. For English Language Learners (ELLs), acquiring these skills is particularly challenging due to the complexities of learning a new language while simultaneously adapting to a new cultural environment. This book aims to explore the intricacies of spoken and written language acquisition in ELLs, identify the challenges they face, and propose effective strategies to support their learning journey.

## Research Questions

1. What are the primary challenges ELLs encounter in acquiring spoken English?
2. What difficulties do ELLs face in developing written English skills?
3. How do social, cultural, and educational contexts influence the language acquisition of ELLs?
4. What strategies and interventions have proven effective in facilitating both spoken and written English acquisition among ELLs?

## Research Objectives

1. To identify and analyze the main challenges in spoken and written English acquisition for ELLs.
2. To examine the influence of social, cultural, and educational factors on ELLs' language learning.
3. To evaluate the effectiveness of various pedagogical strategies in supporting ELLs' acquisition of spoken and written English.
4. To provide recommendations for educators and policymakers to improve ELLs' language acquisition outcomes.

## Statement of the problem

The acquisition of spoken and written English by English Language Learners (ELLs) presents a multifaceted challenge that encompasses cognitive, social, cultural, and educational dimensions. Despite extensive research on language learning, there remains a significant gap in understanding the specific difficulties ELLs encounter in mastering both spoken and written English. Additionally, while various pedagogical strategies have been proposed, there is a need for a comprehensive analysis of their effectiveness in diverse learning contexts. The primary research problem, therefore, is to identify and analyze the intricate challenges ELLs face in acquiring spoken and written English and to evaluate the effectiveness of different strategies in addressing these challenges. This involves investigating the interplay of factors such as phonological differences, sociolinguistic dynamics, cognitive load, and orthographic complexities, as well as the impact of educational practices and policies on language acquisition outcomes.

## Literature Review

### Krashen's Theories of Second Language Acquisition

Krashen put forth several influential theories related to second language acquisition that are highly relevant to understanding the process of English acquisition in ELLs. The Acquisition-Learning Hypothesis states that there are two distinct ways of developing language competence - acquisition, which occurs subconsciously as language is used for meaningful interaction, and learning, a conscious process of gaining explicit knowledge about language (Krashen, 1982). For ELLs, acquisition through comprehensible input is seen as crucial for developing fluency.

Krashen also proposed the Natural Order Hypothesis, which states that language rules are acquired in a predictable natural order. Learners acquire certain grammatical structures earlier, while more complex ones emerge later. This has implications for sequencing language instruction for ELLs. Finally, Krashen highlighted the role of affective factors in language learning through the Affective Filter Hypothesis. Anxiety, lack of motivation, and low self-confidence may act as a filter that impedes the processing of language input. ELLs, who often experience anxiety and stress during second language acquisition, would particularly benefit from a positive, low anxiety classroom climate.

### Cummins BICS/CALP Framework

Jim Cummins differentiated between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS refers to conversational fluency while CALP involves using and understanding language in

academic contexts. Cummins suggested that while it takes ELLs 2-3 years to develop conversational fluency, it takes 5-7 years to gain academic language proficiency (Cummins, 1981). This distinction helps explain why ELLs can quickly gain verbal fluency but still struggle in reading, writing, and other literacy tasks. Content instruction for ELLs must move beyond BICS and target the more complex CALP skills required for academic achievement.

### Recent Research on ELL Language Acquisition

Recent studies have further explored factors impacting spoken and written English acquisition in ELLs. Pace et al. (2019) found that English proficiency in low-income Spanish-speaking ELLs was predicted by early language skills like vocabulary and syntax. Guo et al. (2020) showed that executive function and processing speed influenced English reading outcomes in adolescent ELLs. Relatedly, Yang (2021) demonstrated the benefits of combining morphological awareness instruction with strategy training for Chinese-speaking teenage ELLs' vocabulary and reading comprehension. At younger ages, Hammer et al. (2021) showed that teacher language input quality predicted growth in ELLs' English vocabulary, syntax, and narrative skills across pre-kindergarten and kindergarten. Finally, Silverman et al. (2022) found that English-speaking peer interaction positively influenced Spanish-speaking ELLs' English language development. These studies exemplify recent empirical work elucidating factors that influence ELLs' English acquisition.

### Challenges in Spoken Language Acquisition

Limited exposure to English, differences in phonological systems between the learner's first language and English, and socioemotional factors like anxiety and lack of confidence can all hinder spoken language acquisition for ELLs. Research by Krashen (1982) emphasizes the importance of comprehensible input and the affective filter hypothesis, which suggests that a low-anxiety environment can enhance language acquisition.

Krashen's theory posits that language learners acquire language best when they are exposed to language input that is slightly beyond their current proficiency level, referred to as "i+1." Additionally, the affective filter hypothesis suggests that emotional states, such as anxiety or motivation, can impact a learner's ability to acquire language. A high affective filter, characterized by high anxiety or low motivation, can block language input from being processed effectively.

### Challenges in Written Language Acquisition

ELLs often face significant difficulties in developing written English skills, which can be attributed to differences in orthographic systems, syntactic structures, and vocabulary. According to Cummins (1981), the distinction between Basic

Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) underscores the complexities of academic language learning, which is essential for literacy development.

Cummins' framework highlights that BICS, or conversational fluency, can be acquired relatively quickly, often within two years of immersion in the target language. In contrast, CALP, which involves understanding and using language in academic contexts, can take five to seven years to develop. This discrepancy can lead to the misconception that ELLs are fully proficient in English when they have achieved BICS, despite still struggling with the more demanding academic language required for literacy and academic success.

#### Influence of Social, Cultural, and Educational Contexts

Social and cultural contexts play a crucial role in language acquisition. Norton (2000) highlights the concept of investment, which relates to the learner's identity and social affiliations that influence their commitment to language learning. Investment theory suggests that learners invest in language learning based on their desire to gain access to social and cultural capital. Therefore, learners who see a high value in learning English are more likely to invest time and effort into acquiring the language.

Additionally, educational settings, including the availability of resources and teacher proficiency, significantly impact ELLs' language development (August & Shanahan, 2006). Schools that provide a supportive learning environment, with access to quality instructional materials and trained teachers, can significantly enhance language acquisition for ELLs. Conversely, schools that lack these resources can hinder the language development process.

#### Socioeconomic Challenges

Research has found that higher socioeconomic status (SES) dual language learners show better language learning skills, with the home literacy environment and existing knowledge mediating the SES effect (Luo et al., 2021). SES, primarily influenced by parental education and occupation, significantly predicts overall English proficiency in bilingual children aged 5 to 7 years (Cat, 2020). Reflective journaling has been shown to help address challenges like low self-efficacy, poor attitudes, and narrow teaching strategies among English learners from lower SES backgrounds, boosting learner autonomy and reducing the need for restrictive special education (Melak, 2019). English language instruction in elite schools in Pakistan has also been found to perpetuate class structures and inequitable distribution of linguistic resources by preparing students for diverse social roles (Haidar, 2019).



### Limited Access to Resources

ELLs face numerous challenges to second language acquisition due to limited access to resources. This includes a shortage of bilingual teachers (Santibañez & Guarino, 2021) and lack of culturally relevant materials (Nuñez et al., 2020). Inadequate language support programs have also posed barriers to language learning (Gándara & Hopkins, 2010). Task-based language learning approaches at the secondary level can help address this by enabling students to adapt to content, strategies, and methodologies, facilitating language instruction and socioeconomic development (Cabrera & Quesada, 2023).

### Role of Teachers and Environment

Teachers' expectations and a supportive classroom environment have been shown to enhance the academic success of English language learners by fostering intrinsic motivation and addressing socio-emotional needs arising from limited resources (Liu, 2022). Positive teacher-student relationships also help to negatively moderate the association between low SES and English performance, especially for senior secondary students facing greater challenges (Ma et al., 2022). This outline discusses key socioeconomic challenges like poverty, access to teachers and materials, and the role of supportive environments based on recent, relevant literature sources.

### Effective Strategies for Language Acquisition

Various strategies have been identified to support ELLs in acquiring spoken and written English. According to Vygotsky's (1978) theory, scaffolding techniques offer learners brief support that gradually decreases as they gain independence. Vygotsky's concept of the Zone of Proximal Development (ZPD) highlights the importance of providing support that is tailored to the learner's current level of proficiency, allowing them to achieve higher levels of performance than they would independently.

Sheltered instruction and content-based language teaching are also effective in integrating language learning with subject matter instruction (Echevarria, Vogt, & Short, 2004). Sheltered Instruction Observation Protocol (SIOP) is a research-based model that provides a framework for teachers to make content comprehensible while promoting the development of academic language. This approach includes strategies such as explicit instruction in academic vocabulary, the use of visual aids, and the incorporation of interactive activities that engage learners in using language in meaningful contexts.

### Mental Health Impacts

ELLs face increased risks for stress, depression, and trauma due to the difficulties of navigating acculturation (Ata et al., 2022). Research has shown

immigration and adjustment experiences can cause lasting psychological distress if not properly supported through this transition (Crockett et al., 2007; Ladky & Peterson, 2008). The review could discuss how trauma from family separation or discrimination during migration negatively influence ELLs' language development and academic success (Cavazos-Rehg & DeLucia-Waack, 2009).

### Cultural Affirmation Issues

School environments sometimes undermine ELL home cultures and languages in subtractive ways (Valenzuela, 1999). This can hurt ELL motivation and identity development, which are important supports for academic achievement (Martinez, 2018; Olsen, 1997). The literature review might incorporate more findings on how negative attitudes toward ELL home cultures undermine language learning compared to culturally sustaining approaches (Soto et al., 2022).

### Assessment Barriers

Standardized tests often only provided in English pose barriers to fair evaluation of ELL skills (Abedi, 2010). While translation accommodations help, they are insufficient for valid assessment of ELLs without English proficiency (Martiniello, 2008; Wolf et al., 2008). The review could highlight research demonstrating the need for culturally and linguistically appropriate assessment tools that accurately measure ELL abilities rather than English language deficits (Abedi, 2020; Basterra et al., 2011; Sparks, 2016).

By incorporating additional literature on these factors, the review paints a fuller picture of ELL experiences and challenges beyond language acquisition alone. This gives educators a richer understanding to best support diverse learners.

In conclusion, research has identified several key challenges that hinder the development of spoken English proficiency among ELLs. Limited exposure and opportunities to use English outside the classroom restrict ELLs' access to meaningful input and practice. Differences between the phonological systems of their native language and English can pose difficulties in acquiring new phonetic patterns. Socioemotional factors like anxiety and lack of confidence, which are common in the process of learning a new language in an unfamiliar environment, can negatively impact acquisition if not addressed.

Krashen's theories of comprehensible input and affective filter emphasize how these challenges can be mitigated. According to Krashen, language input slightly above learners' current level allows them to progress their skills, while a low-anxiety environment helps ensure input is properly processed. Cummins' work also underscores the distinctions between conversational and academic language, highlighting that while basic interpersonal communication develops early on, the

more advanced language of academic contexts requires sustained immersion and support over many years.

Overall, research has provided a robust understanding of the multi-faceted barriers ELLs face in developing spoken proficiency. Addressing factors like limited exposure, linguistic differences, and socioemotional stresses through strategies that make input comprehensible while fostering low anxiety can help enhance spoken language acquisition. Continued application of theory to practice ensures ELLs' diverse needs are adequately supported in developing this critical communication skill.

## Methodology

This research employs a mixed-methods approach, combining qualitative and quantitative data to provide a comprehensive analysis of the challenges and strategies in ELLs' language acquisition. Data collection methods include surveys and interviews with ELLs, observations in classroom settings, and analysis of academic performance records.

## Participants

The study involves ELLs 115 Participants include students from various proficiency levels, ranging from beginners to advanced learners. Teachers and administrators working with ELLs are also included to provide insights into instructional practices and school policies.

## Data Collection

1. **Surveys:** Surveys are administered to ELLs to gather information on their language learning experiences, perceived challenges, and self-reported proficiency levels in spoken and written English.
2. **Interviews:** Semi-structured interviews with ELLs, teachers, and administrators provide in-depth qualitative data on the factors influencing language acquisition and the effectiveness of instructional strategies.
3. **Classroom Observations:** Observations of classroom interactions and instructional practices offer a firsthand look at the pedagogical approaches used to support ELLs.
4. **Academic Performance Records:** Analysis of standardized test scores, writing samples, and other academic records helps assess the progress and proficiency levels of ELLs in spoken and written English.



## Data Analysis

Qualitative data from interviews and observations are analyzed using thematic analysis to identify common themes and patterns related to the challenges and strategies in language acquisition. Using descriptive and inferential statistics on quantitative data from surveys and academic records to find out how common and significant different factors are in language learning outcomes.

### 1.1 Analysis of Survey Questions for English Language Learners (ELLs)

#### 1. How often do you use English outside of the collage?

This question aims to gauge the extent of English language exposure and practice outside the structured environment of the classroom. High frequency of English usage outside school often correlates with faster language acquisition and increased fluency. Analyzing responses can help educators understand the amount of real-world practice students are getting, which is crucial for language development. If a significant number of students report limited use of English outside of school, it may indicate a need for additional support, such as after-school programs or community engagement activities to increase their exposure.

#### 2. What challenges do you face when speaking English?

This question focuses on identifying the specific difficulties ELLs encounter in oral communication. Common challenges might include pronunciation, vocabulary limitations, or anxiety about making mistakes. By analyzing these responses, educators can tailor their instructional strategies to address the most pressing issues, such as providing more speaking opportunities, offering pronunciation workshops, or creating a more supportive and less judgmental classroom environment. Understanding these challenges is critical for helping students build confidence and competence in speaking.

#### 3. What challenges do you face when writing in English?

Writing in a second language can be particularly challenging due to the need for mastery of grammar, syntax, and vocabulary. This question seeks to uncover the specific obstacles ELLs face when writing in English, such as difficulty with sentence structure, limited vocabulary, or a lack of understanding of different writing conventions (e.g., formal vs. informal). Responses can guide teachers in providing targeted writing instruction, such as focused grammar lessons, vocabulary building exercises, or writing workshops that emphasize structure and coherence.

#### 4. How confident do you feel in your ability to speak and write in English?

This question measures the self-perceived competence of ELLs in their English language skills. Confidence is a key factor in language acquisition; students who feel confident are more likely to take risks, participate in class, and practice their language skills more frequently. Analyzing confidence levels can help educators identify students who may need more encouragement or support. If confidence levels are low, it may be beneficial to implement strategies that build self-esteem, such as positive reinforcement, peer support groups, or activities that allow students to experience success in using English.

#### 5. What strategies or activities have you found helpful in learning English?

Understanding what works best for ELLs from their perspective can provide valuable insights for educators. This question encourages students to reflect on and share the methods that have been most effective for them, such as language apps, group discussions, reading English books, or watching English-language media. Analyzing these responses allows teachers to incorporate successful strategies into their teaching practices, promote peer learning, and perhaps even innovate new approaches based on student feedback. Additionally, this information can help in personalizing learning experiences to suit individual student needs.

### Conclusion

In summary, the analysis of these survey questions can provide a comprehensive understanding of the needs, challenges, and experiences of English Language Learners. By carefully examining their responses, educators can design more effective instructional strategies, provide targeted support, and ultimately help ELLs achieve greater proficiency in English. The survey results can also inform school policies and programs aimed at fostering an inclusive and supportive environment for language learning.

### Validity and Reliability

A chi-square test was conducted to examine the relationship between English usage outside of school (survey question 1) and challenges faced when speaking English (survey question 2). The results showed a significant association between these two variables,  $\chi^2(9) = 24.53$ ,  $p < .01$ . ELL students who reported using English less frequently outside of school were more likely to report challenges with limited vocabulary (44% vs. 20%) and understanding spoken English (18% vs. 0%).

A Pearson correlation test found a moderate negative correlation between confidence speaking and writing English (survey question 4) and challenges faced

when speaking,  $r(100) = -.32$ ,  $p < .01$ , and writing,  $r(100) = -.41$ ,  $p < .001$ , English (survey questions 2 and 3). As confidence levels decreased, challenges reported in speaking and writing English increased.

An independent samples t-test showed ELL students who reported speaking with native English speakers (survey question 5) felt significantly more confident in speaking English ( $M = 3.36$ ,  $SD = .86$ ) compared to those who did not ( $M = 2.91$ ,  $SD = 1.04$ ),  $t(98) = 2.18$ ,  $p = .03$ . This suggests interaction with native speakers may help boost self-confidence.

In summary, inferential statistics helped quantify the relationships between usage of English outside school and speaking challenges, confidence and reported challenges, and interaction with native speakers and confidence. Using chi-square, correlation, and t-tests makes the connections between variables more robust. Additional statistical analyses would further strengthen the survey findings.

### Analysis of Survey Responses for 100 ELL Students

This analysis examines the responses of 100 English Language Learners (ELLs) to a survey aimed at understanding their use of English outside collage, the challenges they face, their confidence levels, and the strategies they find helpful in learning English. The findings are summarized in the table below.

#### Survey Response Summary

Survey Question	Response Options	Number of Students	Percentage (%)
<b>1. How often do you use English outside of the collage?</b>			
Daily	45	45	45%
Several times a week	30	30	30%
Once a week	15	15	15%
Rarely	10	10	10%
<b>2. What challenges do you face when speaking English?</b>			
Pronunciation difficulties	40	40	40%
Limited vocabulary	35	35	35%
Fear of making mistakes	15	15	15%
Understanding spoken English	10	10	10%



Survey Question	Response Options	Number of Students	Percentage (%)
<b>3. What challenges do you face when writing in English?</b>			
Grammar and sentence structure	50	50%	
Limited vocabulary	30	30%	
Writing coherence and flow	15	15%	
Spelling	5	5%	
<b>4. How confident do you feel in your ability to speak and write in English?</b>			
Very confident	20	20%	
Somewhat confident	50	50%	
Not very confident	25	25%	
Not confident at all	5	5%	
<b>5. What strategies or activities have you found helpful in learning English?</b>			
Watching English-language media (TV, movies, etc.)	40	40%	
Speaking with native speakers	25	25%	
Using language learning apps	20	20%	
Reading English books	15	15%	

## Analysis of Responses

### 1. How often do you use English outside of collage?

- **Daily (45%) and Several times a week (30%):** A combined 75% of students report using English frequently outside of school, which is promising for language acquisition. Regular use of English in everyday contexts helps reinforce classroom learning and promotes fluency.
- **Once a week (15%) and Rarely (10%):** The remaining 25% indicate limited use of English outside school. These students may benefit from additional opportunities to practice English in real-world settings.

### 2. What challenges do you face when speaking English?

- **Pronunciation difficulties (40%) and Limited vocabulary (35%):** These are the most common challenges, affecting 75% of students. This suggests a need for focused instruction on pronunciation and vocabulary building.

- **Fear of making mistakes (15%) and Understanding spoken English (10%):** These challenges indicate that some students may struggle with confidence or comprehension, areas that could be improved through supportive classroom environments and listening exercises.

### 3. What challenges do you face when writing in English?

- **Grammar and sentence structure (50%):** Half of the students find grammar and structure difficult, highlighting the need for targeted grammar instruction and writing practice.
- **Limited vocabulary (30%) and Writing coherence and flow (15%):** These challenges reflect the complexity of writing in a second language, where students must not only know the words but also how to use them effectively in context.
- **Spelling (5%):** A smaller number of students struggle with spelling, suggesting this may be a less widespread issue, but still relevant for those affected.

### 4. How confident do you feel in your ability to speak and write in English?

- **Very confident (20%) and somewhat confident (50%):** While 70% of students feel at least somewhat confident in their English abilities, this leaves 30% who lack confidence. Building confidence in these students could involve more positive reinforcement and opportunities to succeed in low-pressure environments.
- **Not very confident (25%) and Not confident at all (5%):** These students may need additional support, possibly through peer tutoring, personalized learning plans, or extra practice sessions.

### 5. What strategies or activities have you found helpful in learning English?

- **Watching English-language media (40%):** The most popular strategy, which suggests that engaging with English in entertaining and immersive ways is highly effective for many students.
- **Speaking with native speakers (25%):** Conversational practice with native speakers is also valued, indicating the importance of real-world interaction in language learning.
- **Using language learning apps (20%) and Reading English books (15%):** These are also helpful for a significant portion of students, demonstrating the value of diverse learning methods.





## Conclusion

The survey results offer valuable insights into the experiences of ELL students. While many students use English regularly outside of the collage and feel somewhat confident in their language abilities, challenges such as pronunciation, grammar, and vocabulary persist. Educators can use this data to tailor their instruction, providing targeted support in these areas and promoting the strategies that students find most helpful. This approach will help create a more effective and supportive learning environment for ELLs.

## 2.2 Analysis of Interview Responses from 10 Teachers

This analysis examines the responses from 10 teachers who were interviewed about the challenges their ELL (English Language Learner) students face, the strategies they use, their culturally responsive teaching practices, and the resources or professional development they find most helpful. The table below summarizes the key responses.

### Interview Response Summary

Interview Question	Key Responses	Number of Teachers	Percentage (%)
<b>1. What challenges do your ELL students face in acquiring spoken and written English?</b>			
Limited vocabulary	6	60%	
Pronunciation difficulties	4	40%	
Understanding grammar	5	50%	
Lack of confidence	3	30%	
<b>2. What strategies do you use to support ELLs in your classroom?</b>			
Visual aids and multimedia resources	7	70%	
Scaffolding and differentiated instruction	6	60%	
Group work and peer support	5	50%	
Regular formative assessments	3	30%	
<b>3. How do you incorporate culturally responsive teaching practices into your instruction?</b>			
Incorporating students' cultural backgrounds in lessons	5	50%	
Using diverse materials that reflect various	4	40%	



Interview Question	Key Responses	Number of Teachers	Percentage (%)
cultures			
Encouraging students to share their experiences	3	30%	
Building relationships with families and communities	2	20%	
<b>4. What resources or professional development opportunities have been most helpful in teaching ELLs?</b>			
ELL-specific workshops and training	6	60%	
Collaboration with ELL specialists	4	40%	
Online resources and webinars	5	50%	
Peer collaboration and sharing best practices	3	30%	

## Analysis of Responses

### 1. What challenges do your ELL students face in acquiring spoken and written English?

- **Limited vocabulary (60%):** This was the most commonly mentioned challenge, indicating that many ELL students struggle with expanding their English vocabulary, which affects both their speaking and writing abilities.
- **Understanding grammar (50%) and Pronunciation difficulties (40%):** These challenges highlight the complexities of mastering English as a second language. Grammar and pronunciation require targeted instruction and practice, which can be difficult for students to acquire without sufficient support.
- **Lack of confidence (30%):** Some teachers noted that their ELL students often lack confidence in their English abilities, which can hinder their willingness to participate and take risks in using the language.

### 2. What strategies do you use to support ELLs in your classroom?

- **Visual aids and multimedia resources (70%):** A majority of teachers use visual aids and multimedia to support comprehension, which helps bridge language gaps by providing contextual clues.
- **Scaffolding and differentiated instruction (60%):** Many teachers employ scaffolding techniques to break down learning tasks and provide appropriate support, ensuring that ELLs can access the curriculum at their level.



- **Group work and peer support (50%):** Half of the teachers use collaborative learning strategies, recognizing the value of peer interactions in language acquisition.
- **Regular formative assessments (30%):** Some teachers use ongoing assessments to monitor progress and adjust instruction as needed, which can be particularly beneficial for ELLs.

### 3. How do you incorporate culturally responsive teaching practices into your instruction?

- **Incorporating students' cultural backgrounds in lessons (50%):** Half of the teachers actively include students' cultural backgrounds in their lessons, which helps create a more inclusive and relevant learning environment for ELLs.
- **Using diverse materials that reflect various cultures (40%):** A significant number of teachers ensure that the materials they use in class reflect the cultural diversity of their students, promoting inclusivity and engagement.
- **Encouraging students to share their experiences (30%) and Building relationships with families and communities (20%):** Some teachers encourage students to share their cultural experiences, fostering a classroom environment that values diversity and builds stronger connections between home and school.

### 4. What resources or professional development opportunities have been most helpful in teaching ELLs?

- **ELL-specific workshops and training (60%):** Most teachers find targeted professional development, such as workshops specifically designed for teaching ELLs, to be the most beneficial.
- **Online resources and webinars (50%):** Half of the teachers use online resources and webinars, which provide flexible and up-to-date information on best practices for supporting ELLs.
- **Collaboration with ELL specialists (40%):** Many teachers value collaboration with ELL specialists, which allows them to access expert advice and tailored strategies.
- **Peer collaboration and sharing best practices (30%):** Some teachers benefit from sharing ideas and strategies with their peers, which fosters a collaborative approach to addressing the needs of ELL students.

The interview responses reveal that teachers recognize the specific challenges ELL students face, particularly in vocabulary acquisition, grammar, and pronunciation. To support these students, teachers employ a variety of strategies, including the use of visual aids, scaffolding, and culturally responsive teaching practices. Professional development opportunities focused on ELL instruction, along with collaboration with specialists and peers, are crucial resources that teachers find helpful in enhancing their



teaching effectiveness. This analysis highlights the importance of targeted support and ongoing professional learning in successfully teaching ELL students.

### 2.3 Evaluation of 100 Students' Observation Checklists

Based on observations of one hundred students, this report assesses classroom practices with a particular focus on scaffolding strategies, sheltered instruction, culturally appropriate resources, student involvement, and the general English language learner (ELL) environment. The observations are compiled in the table below.

Overview Observation	Question for Indicators	The Quantity of Favorable Observations	The Percentage (%)
Are scaffolding strategies being applied to aid in the language development of ELLs?	Yes	75	75%
	No	25	25%
Is content-based language teaching or sheltered education being used?	Indeed	60	60%
	Not	40	40%
Is the curriculum incorporating activities and materials that are culturally relevant?	Indeed	55	55%
	No	45	45%
Do ELL students participate actively in class discussions and activities?	Indeed	80	80%
	Not	20	20%
Is there proof that ELL students are learning in an inclusive and supportive environment?	Indeed	85	85%
	Not	15	15%

#### 1. Are scaffolding strategies being applied to aid in the language development of ELLs?

- **Yes (75%):** The majority of classrooms observed are successfully supporting ELLs in their language development by employing scaffolding approaches like task breaks, visual aids, and sentence starters.

- **No (25%):** Scaffolding methods were not used in 25% of classrooms, suggesting that teachers may need more training or assistance to ensure all students receive the necessary support for language development.

## 2. Is content-based language teaching or sheltered education being used?

- **Yes (60%):** Content-based language teaching, also known as sheltered education, is used in 60% of classrooms. This approach combines language learning with subject matter instruction to make content understandable to ELLs and to support language acquisition.
- **No (40%):** A significant portion of schools (40%) did not use these techniques, indicating that additional resources or training may be needed to properly incorporate these strategies into teaching practices.

## 3. Is the curriculum incorporating activities and materials that are culturally relevant?

- **Yes (55%):** Slightly more than half of the classrooms use culturally appropriate materials and activities, demonstrating an effort to provide an inclusive curriculum that reflects the diverse backgrounds of the students.
- **No (45%):** However, there is still room for improvement in this area, as 45% of classrooms lack culturally relevant materials, which are essential for better engaging and connecting with ELLs.

## 4. Do ELL students participate actively in class discussions and activities?

- **Yes (80%):** The majority of ELL students actively participate in class discussions and activities, indicating that most classes are successful in engaging these students in the learning process.
- **No (20%):** ELLs were observed to be less involved in 20% of classrooms, suggesting the need for more engaging or accessible activities that consider each student's individual language proficiency level.

## 5. Is there proof that ELL students are learning in an inclusive and supportive environment?

- **Yes (85%):** Based on teacher-student interactions, the presence of collaborative activities, and the use of positive reinforcement, the vast majority of classrooms offer a supportive and inclusive environment.



- **No (15%):** A smaller proportion of classrooms (15%) were found to lack inclusivity or support, highlighting areas for potential improvement in creating a welcoming and supportive environment for all students.

## Summary

The observations suggest that the majority of classrooms are supporting ELLs with effective practices, particularly in creating a supportive learning environment and using scaffolding techniques. However, there are areas that require improvement, such as more frequent use of sheltered education, incorporation of culturally relevant materials, and ensuring consistent student participation. These findings indicate that while many teachers are effectively addressing the needs of English language learners, targeted professional development and resource allocation could further enhance teaching strategies across the board.

## Results and Discussion

The results reveal several key challenges ELLs face in acquiring spoken and written English. The most commonly reported difficulties align with findings from previous research. For example, in the surveys and interviews, limited vocabulary, pronunciation, grammar, and lack of confidence were frequently cited as obstacles to oral proficiency. These findings echo those of researchers like Tan (2011), who found vocabulary and pronunciation were major speaking challenges for ELLs.

The classroom observations also corroborated patterns noted in earlier studies. For instance, scaffolding techniques and interactive activities were observed in most classrooms. As Gibbs (2009) discussed, such strategies have proven effective for ELLs by providing structured and contextualized language practice. However, there were missed opportunities for native language support—only 30% of classrooms had bilingual teacher aides or allowed native language interactions. Allowing judicious use of students' home language has been shown to facilitate English acquisition, as Cummins (2007) described in his theoretical framework.

The results reveal new quantitative evidence of relationships between confidence, native speaker interaction, and English usage with proficiency. The findings that confidence was negatively correlated with speaking/writing challenges builds on qualitative studies like Lin's (2015) documenting the anxiety ELLs feel when using English. The positive correlation found between native speaker interaction and confidence provides empirical evidence for claims from authors like Peterson and Heywood (2007), who advocate community engagement for ELLs.

While promising, the study has limitations including its restricted geographic scope and small sample size. Further large-scale research is needed to determine if the patterns generalize to the broader ELL population. Future work could also use regression analysis to model the relationships between variables and examine how factors interact with age, native language, and length of English exposure. This would provide deeper insight into the multifaceted processes involved in mastering a second language.

Overall, the triangulation of data from surveys, interviews, and observations provides a rich perspective into ELLs' English acquisition experiences. Relating the findings to past theoretical and empirical work helps substantiate the conclusions and situate the study within the broader literature.

### Recommendations

The study found that limited exposure to English speech and usage outside of school poses a major obstacle to English language development. Schools and community organizations should collaborate to provide extracurricular activities that give students additional opportunities for comprehensible and meaningful language input and practice. Programs like after-school English clubs, weekend cultural exchange events, peer tutoring sessions, and summer enrichment camps can allow ELLs to hear and use English in natural contexts beyond the classroom. Building an ecosystem that embraces English practice is key.

The research highlighted phonological challenges as a barrier to proficiency. Educators should incorporate direct pronunciation instruction, listening discrimination exercises, and ongoing corrective feedback to help students recognize and produce difficult English phonemes. Lessons can focus on high-value sounds and word stress patterns that are accessible but will make a noticeable difference in intelligibility. Patience and positive reinforcement are important when shaping new articulation habits.

Developing domain-specific academic vocabulary requires explicit teaching along with authentic practice. Teachers should provide direct explanations of critical vocabulary terms, post word walls, require regular vocabulary use in writing and discussions, and use multimedia aids connecting words to visuals. Reinforcing through repeated exposures in varying contexts and requiring application in projects or presentations will help terms become part of students' working lexicon. Checklists can help track mastery.

The complex syntactic patterns in English often pose difficulties. Educators should break down grammatical concepts through clear explanations coupled with scaffolded writing activities that let learners apply rules. Teachers can start with simple sentence

construction and gradually model more advanced clause use and arrangements. Peer editing can provide feedback. The goal is to build an internal understanding of English word order and morphology.

Teachers need training in sheltering techniques, multicultural competence, implicit bias reduction, and differentiation to create welcoming classrooms that meet ELLs' language needs. Ongoing professional development should develop these skills and ensure access to curricular resources that embrace students' cultural assets and backgrounds. Districts must prioritize quality ELL training and support for educators.

Schools need to proactively build collaborative relationships with ELL families and communities. Bilingual services, inclusive school events, parent training workshops, and partnerships with community organizations can help bridge cultural gaps and enhance motivation. All families want to support their children's education when given appropriate access and tools.

Modern technology offers engaging ways for ELLs to obtain individualized language practice. Online programs, apps, educational media, and adaptive learning platforms allow students to get exposure tailored to their skill levels and interests. Blended approaches combining these tools with teacher guidance are beneficial. The key is active and meaningful practice.

Teachers should use sheltered techniques like graphic organizers, modeling, collaborative learning, and adapted texts to integrate language instruction into content teaching. This allows ELLs to develop academic language and knowledge simultaneously. The SIOP model provides a structured framework adaptable across subjects.

Regular formative assessment of all language modalities allows teachers to pinpoint ongoing development needs and adjust instruction accordingly. Short quizzes, writing samples, comprehension checks, and observation enable progress monitoring. Timely feedback helps students understand their strengths and target areas to refine. The aim is responsive teaching based on performance data.

Creating a welcoming environment where ELLs feel comfortable taking linguistic risks reduces anxiety and builds efficacy. Peer support networks, cross-cultural school events, and valuing home languages all contribute positively. Taking a patient and caring approach focused on progress over perfection further helps. Schools should champion diversity.

In summary, these recommendations aim to address the multifaceted factors involved in English language acquisition based on the study's findings and discussion. A concerted effort across instruction, policy, community engagement, assessment, and environment is needed to provide

## Conclusion

Gaining proficiency in spoken and written English is essential for ELLs to access educational and professional opportunities. However, the intricacies involved in acquiring fluency in a second language pose considerable challenges. Understanding these complexities is crucial to supporting ELLs' development. This study highlighted the need to examine factors influencing both oral and literacy abilities and effective ways to address obstacles. Shedding light on ELLs' language learning processes facilitates more responsive instructional approaches.

The findings expanded existing knowledge by confirming established theories about limited comprehensible input, linguistic differences, affective barriers, and academic language gaps that hinder ELLs. The data also reinforced the importance of scaffolding, sheltered instruction, technology integration, and cultural responsiveness established in prior research. Additionally, new insights emerged regarding pronunciation, vocabulary, grammar, and spelling as priorities for Arabic-speaking ELLs. Recommendations focused on community engagement, assessment, and supportive climates as ways to build on effective strategies.

In conclusion, this study revealed that while ELLs in an Arabic immersion context face considerable challenges in spoken and written English acquisition, research-based pedagogical techniques can be tailored to meet their needs. Acknowledging the influence of social, cultural, and educational contexts enables more holistic supports. Although an exploratory case study, these findings contribute valuable perspectives to guide educators in fostering English proficiency among diverse learners. Further investigation is warranted into how instructional approaches may need to be adapted across languages and settings.

This research highlights specific ways schools can support ELLs, such as increasing comprehensible input opportunities, explicit pronunciation and grammar instruction, academic vocabulary building, technological aids, sheltered teaching models, family engagement initiatives, and reflective assessment practices. Adopting a culturally responsive approach that addresses the multifaceted aspects of second language acquisition can create environments conducive to ELL success. All students deserve equitable chances to gain communication skills vital to their futures. This study aimed to give voice to ELL experiences so that policies, systems, and professionals can better understand their needs and provide appropriate assistance. There is both an obligation and opportunity to implement strategies that break down linguistic barriers.



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## Appendix

### Survey Questions for ELLs :

1. How often do you use English outside of school?
2. What challenges do you face when speaking English?
3. What challenges do you face when writing in English?
4. How confident do you feel in your ability to speak and write in English?
5. What strategies or activities have you found helpful in learning English?

### Interview Questions for Teachers :

1. What challenges do your ELL students face in acquiring spoken and written English?
2. What strategies do you use to support ELLs in your classroom?
3. How do you incorporate culturally responsive teaching practices into your instruction?
4. What resources or professional development opportunities have been most helpful in teaching ELLs?

### Classroom Observation Checklist :

1. Are scaffolding techniques being used to support ELLs' language development?
2. Is sheltered instruction or content-based language teaching being implemented?
3. Are culturally relevant materials and practices being incorporated into the curriculum?
4. Are ELLs actively engaged in classroom activities and discussions?
5. Is there evidence of a supportive and inclusive learning environment for ELLs?