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Implications of Dual-Language Books to Develop Children's English Vocabulary in the EFL/ESL Classroom

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Resumen:

Los Libros en dos idiomas (DLBs) son una herramienta importante en el aprendizaje del inglés para los niños en la actualidad. Sin embargo, el análisis de las implicaciones de los DLBs para desarrollar vocabulario en las aulas de Inglés como lengua extranjera (EFL) e Inglés como segunda lengua (ESL) no ha recibido la atención adecuada como herramienta aplicable en un aula convencional. Así, la presente síntesis de investigación tiene como objetivo revisar los efectos reportados sobre el uso de libros en dos idiomas para desarrollar el vocabulario en inglés con niños en el aula de EFL/ESL. Se seleccionaron 16 estudios empíricos para ser analizados. Los hallazgos sugieren avances significativos en el conocimiento, ya que se encontró que los libros de dos idiomas tienen un efecto positivo en el desarrollo del vocabulario, el logro de la alfabetización, la motivación, la comprensión cultural y la participación de la familia en la escolaridad de los niños en contextos de EFL y ESL. Sin embargo, algunos hallazgos corroboraron que la precisión de la traducción es crucial para tener DLBs de alta calidad. Finalmente, los DLBs dieron a los profesores la oportunidad de implementar estrategias efectivas en el aula, lo que creó un mejor aprendizaje de vocabulario. Así, las estrategias de los docentes fueron un hallazgo importante, y se tomaron en cuenta en el análisis de esta síntesis como medio para desarrollar vocabulario en niños con resultados positivos.

Palabras clave: Libro de dos idiomas. Vocabulario. EFL/ESL. Estrategias de los profesores. Alfabetización bilingüe.

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Abstract:

Dual-Language Books (DLBs) are a significant tool in English learning for children nowadays. However, the analysis of the implications of DLBs to develop vocabulary in English as a Foreign Language (EFL) and English as a Second Language (ESL) classrooms has not received adequate attention as an applicable tool in a mainstream classroom. Thus, the present research synthesis aims to review the reported effects on the use of DLBs to develop English vocabulary in children in the EFL/ESL classroom. 16 empirical studies were selected to be analyzed. The findings suggested significant gains in knowledge since it was found that DLBs have a positive effect on vocabulary development, biliteracy achievement, motivation, cultural understanding, and family involvement in children's schooling in both EFL and ESL contexts. However, some findings corroborated that translation accuracy was crucial to having high-quality DLBs. Finally, DLBs allowed teachers to effectively implement strategies in the classroom, which created stronger vocabulary learning. Thus, teachers' strategies were an important finding, and they were taken into account in the analysis of this synthesis as a means to develop vocabulary in children with positive results.

Keywords: Dual-language Book. EFL/ESL. Vocabulary. Teachers' strategies. Biliteracy.

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Índice

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Dedication

This thesis is dedicated to my parents. I appreciate everything that you have done for me. You have inspired me to do things with impetuous passion. Thank you for your infinite love.

Introduction

Dual-language books (DLBs) have been considered an important resource for successful vocabulary learning (Gillanders et al., 2014). In this sense, children can develop proficiency in both languages, English and Spanish. In addition, children can learn a new language reducing their anxiety due to the negotiation of meanings (Read et al., 2020). Early bilingualism confers benefits on students such as better academic results in Elementary School, especially in vocabulary (Abutalebi et al., 2008). In addition, bilingualism improves certain cognitive skills, such as the mental processes that allow them to plan, focus attention, remember instructions, and perform multitasking successfully (Abutalebi et al., 2008).

Therefore, this study intends to address the main objective of this synthesis, which focuses on analyzing the reported effects of the use of DLBs to develop English vocabulary in children in the EFL/ESL classroom.

This research synthesis consists of five chapters. The first chapter is a description of the research that makes up the background, that states the importance of using DLBs as a suitable tool to develop children's vocabulary. The statement of the problem establishes two specific points that are; the importance of learning a foreign language in the early years, and the importance to develop vocabulary. Rationale shows the reason for using DLBs as a teaching tool in EFL/ESL contexts, considering children's interests. Finally, the research question and the objectives will be enumerated. In the second chapter, the theatrical framework contains important definitions and terms from several authors related to this study. The third chapter, the literature review, is a synthesis of scientific studies that answer the research question. This chapter shows some studies where the use of DLBs helps

students to increase their vocabulary. Then, the methodology of the research explains how the research synthesis was carried out, and how the inclusion criteria were approached in the fourth chapter. The fifth chapter is the analysis of the data which helped to make connections among studies, the research question, and objectives. Finally, the last chapter shows conclusions and recommendations.

CHAPTER I

Description of the Research

Background

Vocabulary is an important component of the process of learning and acquiring any language, having a special role in EFL and ESL instruction (Alqahtani, 2015); however, it can be labeled as a difficult topic or a critical tool due to its ambiguous shapes, sounds, and their different meaning (Alqahtani, 2015; Mokhtar et al., 2010). Consequently, for overcoming the latter issue, Marulis and Neuman (2010) state that vocabulary should be the central focus of any kind of language instruction given that lexical knowledge is central to communicative competence and the acquisition of a second language (Schmitt, 2010).

The reason why lexical knowledge is central to communicative competence is that the development of learners' vocabulary is closely tied to better performance in school and a better understanding of the foreign language (FL) and second language (L2) (Alqahtani, 2015). Therefore, vocabulary plays a fundamental role in acquiring a language, especially given that limited vocabulary prevents communication from being successful (Alqahtani, 2015). Nation (2001) expands on this topic and claims that within a classroom environment, the most successful students are those who possess a larger vocabulary.

Thus, teachers may wonder how they can make vocabulary learning more effective, and what methods they should use for that end (Schmitt, 2007). According to Zhang (2017), in EFL contexts, reading is one of the most accessible ways to receive a great amount of L2 input, which means that students could benefit from reading stories and books, as long as they are suitable for their age and interests (Ernst-Slavit & Mulhern,

2003). Zhang (2017) also claims that reading cannot only improve vocabulary acquisition but also proficiency; this is because students read new words and they learn them incidentally, which means that it is a spontaneous act. More precisely, Webb and Chang (2012) explain that even if the purpose is not to intentionally learn new words, vocabulary can be learned incidentally in the reading process.

In the case of children, Spada and Lightbown (2010) state that childhood is the most suitable period for making up simultaneous bilingual students due to the plasticity and an outgoing child's brain to make for superior ability specifically in acquiring the early units of language. Therefore, the educational system and teachers have to select the best methods for teaching a language and its vocabulary, exposing initial and primary school students to all aspects of the target language. In this context, Fuentealba et al. (2019) state that exposure to the language is as important as the age at which initial exposure to language takes place, that is, the age at which pupils begin their lessons in the FL/SL.

Then, regarding language learning and vocabulary acquisition, picture books have been proved as highly effective for engaging learners and facilitating lexical development. According to Lim (2016), picture books are very motivating. While the grammar exercises require learners to keep in mind the primary motivation for learning English, picture books already offer motivation for themselves. For example, picture books with their adventure, humor, and characters can capture students' interests and allow children to perform multiple retellings and follow-up activities. Furthermore, Lim (2016) adds that many studies have shown that picture books encourage oral language development, writing and reading skills, and vocabulary recognition. For this reason, picture books have increased in popularity during the last few years (Nodelman et al., 2017).

However, picture books are not the only available resource to help children acquire new vocabulary in the context of EFL/ESL instruction. DLBs, often called bilingual books, are a good option as well. According to Zhang (2017), "dual-language books are available in different genres and across different age groups in the form of picture books or non-picture books in fiction or nonfiction" (p. 7), which ensures that the teacher will be able to encounter material that suits their class' needs. According to Hu et al. (2012) and Glazer et al. (2017), DLBs facilitate students' vocabulary acquisition. Graves et al. (2007) say that it is useful to "introduce a strategy in a student's native language and use it with native language material before helping students transfer its use to English material" (p. 291). Thus, children can compare and contrast their native language (L1) to the foreign language (FL) or L2 to make sense of new words.

Statement of the problem

Even though learning a foreign language or a second language is a long process that may take up years (Eaton, 2011), it is easier to achieve when language instruction offers the learner solid bases from the very first stages of learning (Ghasemi & Hashemi, 2011), which is usually when the learner is in primary school; in this context, Alqahtani (2015) affirms that vocabulary instruction during childhood is a crucial aspect of language learning.

However, in the vocabulary acquisition and developmental process, most children find that they struggle with vocabulary. According to Alemi and Daftarifard (2010); and Bintz (2011), students usually complain that this specific area of language learning is challenging and that it is difficult for them to remember new words. This situation becomes evident as soon as they start moving on to the next level of schooling. Accordingly, Kieffer

and Lesaux (2007) argue that students who have limited lexicon in either their native language and/or the second language often struggle to understand grade-level text, predominantly informational texts.

For this reason, teachers need to be up to date with the best methods for teaching vocabulary (Susanto, 2017). For example, Alqahtani (2015) mentions that the teacher should research what techniques and resources are available for vocabulary teaching and make an effort to use different approaches in order to find what works best with his or her specific group of students. Therefore, the particular material a teacher chooses to teach vocabulary has to be closely linked with students' needs, interests (Ahmed, 2017) since, as it is said by Caruth and Caruth (2013), it is different to teach adults than to teach children in terms of the best and most suitable materials that can be used in class.

On this matter, Zhang (2017) mentions the following:

> Finding appropriate L2 reading materials can be challenging for language learners. Mostly EFL learners read course books or graded readers, or other materials designed for language learners. Thus, the texts in those materials might not accurately reflect   real language content in English. Authentic texts are likely better for learners to get input of the target language, however, they are too difficult for L2 learners at the beginning or intermediate levels to tackle. (p. 1)

Nonetheless, despite the possible difficulties while using certain language-learning material, Lally (2000) affirms that the best approach to vocabulary learning is sufficient exposure to contextualized input; thus, being exposed to dual-language (DL) picture books

is a method that fits that parameter (Semingson et al., 2015), as long as the material that the teacher selects suits the children's instructional level. In this context, Nicholas et al. (2011) mention that children who are learning a second language (L2) and have opportunities to read resources in their first language (L1) can feel more confident and have a good attitude towards reading. Ernst-Slavit and Mulhern (2003) also affirm that students may increase their enthusiasm and comprehension while reading materials in different languages such as DLBs.

In addition, to overcome some of the issues related to vocabulary acquisition, there are varieties of DLBs that can be used by teachers such as full-text translations, single-language translations, embedded text, concept DLBs, among others (Semingson et al., 2015); therefore, DLBs are not exclusively "picture-books" for teaching a FL or L2. Of course, those types of DLBs may be written and presented by different authors to help in the student's vocabulary learning/acquisition process. Moreover, students can create their own DLBs as part of their own language and vocabulary learning/acquisition process (Naqvi & Pfitscher, 2011). In this context, Shibata and Omura (2018) state that most schools do not have enough resources to purchase expensive sets of DLBs to send home with students to read with their families. This is another reason for guiding and helping learners to create their own DLBs.

Finally, as mentioned before, students from early instructional levels may have difficulties when learning FL or L2 vocabulary, which makes them feel disappointed at any time in their learning process. For that reason, it is necessary to help learners to overcome what they may consider a problem while reading, understanding, and using new

vocabulary. Consequently, didactic resources such as DLBs can be used in the EFL/ESL classroom (Ernst-Slavit & Mulhern, 2003).

Rationale

In a world that keeps moving forward, learning a FL or L2 such as English is a priority for many individuals. Thus, a teacher must be able to meet learners' expectations. In this sense, this research takes into consideration what effects have been reported on the use of DLBs to teach English vocabulary to children in the EFL/ESL classroom.

While most books include authentic material, they are usually too difficult for learners to comprehend without external aid (Gilmore & Broderick, 2007). DLBs may help to take this burden off the student's shoulders. This happens, according to Zhang (2017), while learners read DLBs because they make associations between the L1 and L2. Students can figure out new words and language structures because when they "notice a lack of knowledge of the L2 words, they make a comparison between their L1 and L2. When language learners have difficulties in understanding the target language, comparison occurs" (p. 11), which allows them to understand better the vocabulary, enabling its acquisition. Furthermore, Zhang (2017) claims that the difficulty students find in understanding an L2 text usually discourages them from keeping reading; however, DLBs turn vocabulary learning into an activity they can enjoy. Compared to English-only reading materials, DLBs may be easier for readers to read and comprehend. Additionally, Hu et al. (2012) found that children responded positively to DLBs as they participated in English learning activities.

Because of the effectiveness of DL picture books, Schon (2004) acknowledges the increase in the publication of DLBs and reports that educators who believe that DLBs would assist students in second or foreign language learning also tend to introduce DL materials to their students. On this matter, Hu et al. (2012) suggest that DLBs can be an extremely efficient resource in the classroom if paired with adequate instruction as they improve language proficiency and vocabulary development.

Moreover, Gillanders et al. (2014) also suggest that DLBs can have a positive effect on helping learners to develop vocabulary knowledge because they help transfer conceptual knowledge and skills across languages. The reason why this happens is that "when language learners read materials in the target language, they need to acquire the vocabulary that is specific to the content" (Zhang, 2017, p. 9); thus, students make use of their L1 knowledge to assimilate context as well as to expand on their FL or L2 vocabulary. Despite what these research studies have claimed, the benefits of having children learn and improve their vocabulary through DL picture books is still a field that needs to be looked into as this notion is relatively new (Zhang, 2017), which means that there is a need to further research this particular area.

Research Question

- What are the reported effects of the use of DLBs to develop English vocabulary in children in the EFL/ESL classroom?

Objectives

General objective

- To analyze the reported effects of the use of DLBs to develop English vocabulary in children in the EFL/ESL classroom.

Specific objectives

- To identify the specific advantages and disadvantages of using DLBs to develop English vocabulary in children in the EFL/ESL classroom.
- To determine the most effective teacher's strategies for using DLBs to develop English Vocabulary in children in the EFL/ESL classroom.

CHAPTER II

Theoretical Framework

Understanding Vocabulary

Vocabulary is the knowledge of words and word meanings in a determined language system (Lehr et al., 2007). Furthermore, words come in two forms: oral and print (Kamil and Hiebert, 2005). According to Arroyo and Crespo (2010), "oral vocabulary includes those words that we recognize and use in listening and speaking (while) print vocabulary includes those words that we recognize and use in reading and writing" (p. 10). Kamil and Hiebert (2005) say that words also come in two forms, receptive and productive. Receptive vocabulary is the knowledge of words that we recognize when we hear or see them but we do not use it. Productive vocabulary includes words that we recognize when we hear or see them but that we also use when we speak or write.

Thus, understanding vocabulary is important because, as Schmitt (2010) emphasizes that lexical knowledge is central to communicative competence and the acquisition of a second language. Besides, the importance of vocabulary is demonstrated daily in and out of school. In the classroom, students may develop sufficient vocabulary to overcome issues regarding word meaning (Alqahtani, 2015).

Developing Vocabulary in Children

Irwin et al. (2007) have reported that during the early school years, students learn new and longer words. They become more skilled at putting words together in new and creative ways. At this age, children also become more aware of how the language sounds and how sounds of any language combine to make words.

In addition, Irwin et al. (2007) mentioned that children can develop early literacy and language sounds easier. By the age of five, for example, children already know the sounds that makeup words and can identify words that rhyme which means that the teacher should take advantage of this stage to foster reading and vocabulary learning.

However, Biemiller (2012) states that vocabulary levels vary greatly during the primary years, and virtually no effective actions are taken to change this situation in schools. He also argues that there are children who go to kindergarten with less vocabulary than others. As schools cannot change what happens before students start school when they fall further behind while in primary education, it becomes less likely that they can later "catch up" (Biemiller, 2001). For that reason, tutors have to implement methods or strategies so learners can experience a successful vocabulary development in school, especially in the preschool and early primary years (Biemiller, 2012).

How Should Teachers Encourage Vocabulary Development in Children?

According to Sinchi and Sinchi (2011), these are the principles when teaching English vocabulary to children.

- "Teachers use body language, gestures, pictures, or flashcards to attract students' interest. Children are excellent observers and have a natural ability to capture the meaning of the words" (21).
- Teachers have to consider that children often learn English by repeating words and phrases to themselves in order to become completely comfortable with their sounds and meanings (21).

- Teachers need to create a balance in their classroom supporting and challenging their pupils. They need to create creative lessons based on students' interests (21).

Having in mind the aforementioned principles, teachers have the task to select the correct material for vocabulary teaching, with being books one of the most common tools for carrying out that process. Biemiller (2012) argues that teachers have to choose books that use resources to develop vocabulary. In this sense, he states that books will have more successful results if they show strategical items such as pictures, highlighted points in reading, and extra information about vocabulary. This will move students up in the sequence of word meanings learned, developing their vocabulary acquisition. Biemiller (2012) also mentioned there should be several words not known by at least half of the class. Therefore, reading should be a little difficult to challenge students in their learning. At the same time, books should give the clue to solving a misunderstanding problem in the reading. In this context, the reading skill is one of the means to develop children's vocabulary (Biemiller, 2003).

The Reading Skill

Pinnell and Scharer (2003) define reading as "a process to achieve knowledge about how letters and sounds relate" (p. 1). For reading to be effective, it is necessary to be able to decode individual words and then understand them as a whole. Reading without understanding cannot be considered reading. Therefore, understanding and comprehension are skills that the readers are required to achieve within the act of reading (Snow, 2002).

As established by Ferrer et al. (2017), parents, educators, and many people agree that reading and writing skills that arise from early stages will be key to success in school,

work, and social life. Once mastered, they are also a life-long source of pleasure, enjoyment, and knowledge in the learning process (Ferrer et al., 2017).

Therefore, once again it is confirmed the importance of teaching children reading, and vocabulary from the early stages of language learning. Moreover, reading is considered an extraordinary tool that promotes the development of fundamental cognitive skills such as comparing, defining, arguing, observing, characterizing, etc. (Ferrer et al., 2017). It also helps learners to develop other parallel skills such as creativity, fluency, and originality (Sun-Alperin & Wang, 2011). In this context, the reading skill development and vocabulary acquisition may be enhanced with the implementation of approaches, methods, or tools such as DLBs, which "can be used for language and literacy learning, maintenance of the native language, and also as a way to provide culturally relevant experiences for students" (Semingson at el., 2015, p. 133).

Dual-Language Books

One of the tools teachers can use in order to practice reading and guide students in their learning/acquiring vocabulary process is DLBs or bilingual books. Lesaux et al. (2010) state that learners who have limited lexical knowledge in either their L1 and/or L2 often have issues understanding grade-level text, particularly informational texts. Reading in an L2 is challenging because students must integrate word reading and meaning processing simultaneously (Glazer et al., 2017). Therefore, the application of a reading method is required in order to help those students in their lexical understanding/acquisition process. In this context, Elley and Mangubhai (1983) say that L2 learners who participate in frequent lessons using high-interest, illustrated storybooks show more reading and listening comprehension than those who are taught isolated literacy skills. In addition, according to

Glazer et al. (2017), the guided use of DLBs that consider L2 learners' independent/instructional level of difficulty combined with their interest and academic necessities are important considerations in planning for instruction.

Naqvi et al. (2013) define DL programs and DLBs in this way: DLB reading programs is an approach that may address the diverse ethnic and linguistic composition of classrooms, as they target home language literacy and literacy development in English. DLBs offer the same narrative in two languages, typically English and another target language, with illustrations to link visual and textual representations.

They also argue that DLBs help young learners to feel that they belong to a community (Naqvi et al., 2013). This not only provides the definition but also recognizes the importance of DLBs in EFL/ESL classrooms where learners may feel more confident when learning and practicing vocabulary. Accordingly, students who have used the aforementioned books commented on the need of having more accessible books to be used for learners of different language backgrounds; as one student noted: "I read the book that the teacher gave me to my family and my little sister, and they loved the book. My auntie read it in Spanish" (Glazer at el, 2017, p. 87). Therefore, students who learn from DLBs are already being part of the bilingual concept and its effects.

Bilingualism in Early Years

Grosjean's theory (1998) stays that bilingualism is the regular use of two languages. According to Skutnabb-Kangas (1981), we can call someone bilingual, if he or she can communicate in two languages on a native language level. Haugen (2018) says that bilingualism starts at the point when a speaker owns the ability to create meaningful

statements in two languages. The variety of definitions is influenced by the scientific viewpoints from which we approach this phenomenon. It can be seen that there are a lot of differences between the theories; however, there is one accordance in opinion, bilinguals use two language codes in their daily life.

Bilinguals have advantages in working memory operations, cognitive inhibition, selection, attention control, and maintenance, and representations, thus they can quickly notice changes in their environment, and they can quickly adapt to these changes as well (Taylor et al., 2008). Metalinguistic awareness can also be important when we talk about better skills in bilinguals. This advantage shows up when there are different ways of representing, that is, the same thing can be represented in different ways by two people. Bilinguals can be able to understand earlier that every concept has two verbal labels in the two different languages and pragmatic experiences with these labels can help the understanding of the fact that the same reality can be bound to different mental representations.

According to these theories, a person who started to use a second language in the critical period of second language acquisition (SLA) will have these advantages in childhood and adulthood too.

Singleton and Ryan (2004) state that the early start of learning a second language is more favorable, but highlight that there are exceptions, because 5% of bilinguals, who started to learn a second language after the critical period of SLA ended, can use a second language on a high level. Lenneberg's (1967) theory of the critical period of SLA states that a child needs to learn a second language before puberty (between ages 2-10) because the

brain loses plasticity after this age, and Penfield and Roberts (2014) are convinced that early exposure to two languages allows switching between languages without confusion.

Concluding, teachers have the important task of guiding their young pupils in their EFL/ESL learning process so that the latter can improve their lexical understanding and knowledge; for achieving this objective, teachers need access to methods, resources, or tools for carrying out every educational action. In this context, DLBs are presented as a helpful resource for English teaching.

CHAPTER III

Literature review

Advantages and disadvantages of using dual language books in EFL/ESL

DLBs have been researched in the past in order to validate the benefits of introducing the first language (L1) during ESL or EFL learning. For example, Glazer et al. (2017) conducted a research study to know the perceived benefits language students could feel after introducing L1 to their lessons. This research took place with a participant sample that consisted of 15 primary school students from Hispanic families whose primary language at home was Spanish. The students belonged to the fifth and sixth grades.

The researchers involved had the opportunity to work using DL visual books with one group of students at a time. Then, they conducted interviews in order to obtain qualitative data about how students perceived the instruction. Students' responses were sorted into groups depending on what the child's perceived benefit was. In all cases, the responses were positive; one of the participants mentioned that he had loved the bilingual lessons because everyone was able to understand what the book was about. All the participants agreed that the use of these kinds of books facilitated their learning process. They also mentioned that whenever they lacked L2 vocabulary, they could rely on the L1 version of the text to understand the story and assimilate the respective L2 words or phrases. These results are supported by Graves et al. (2007) who asserted that "it may be useful to introduce a strategy in a student's native language and use it with native language material before helping students transfer its use to English material" (p. 291), which means that using DLBs is also a good way for teachers to approach vocabulary instruction.

Similarly, Hu et al. (2012) studied the use of DLBs for language development. They relied on case studies to conduct the research, thus selecting a small group of participants to demonstrate children's learning using DLBs. There were five participants whose L1 was Chinese, and who were asked to read four DLBs written in both English and Chinese for eight weeks. What they found was that the DLBs promoted participants' L2 development.

To obtain those results the researchers used a pretest and a post-test. The results showed that there was an increase in the number of words students could remember and spell correctly. While the percentage of words they could identify during the pretest ranged from 28.6% to 9.2%, after the implementation of the strategy based on DLBs, those numbers increased considerably. To be more precise, the percentage of words students could identify after the post-test ranged from 56.6% to 36.4%. These results are very positive in terms of how DLBs improve vocabulary acquisition.

Zhang (2017) also researched the popularity of DLBs and investigated whether they are effective as a tool for improving EFL vocabulary acquisition, given that "reading is one of the most accessible ways to receive a large amount of L2 input" (p. 1). The participants were 83 EFL students in China who spoke Mandarin as their L1 and whose L2 language level was an advanced beginner. Students were given DL material, as well as a pretest and a post-test; they were also separated into groups, a controlled and an intervention group.

The results of this study indicated that reading DL materials contributed to the acquisition of vocabulary knowledge. Each of the DL reading conditions contributed to significant gains in vocabulary knowledge. The results showed that the vocabulary test scores increased by 25% and 23% through reading the DL materials.

Finally, Zhang (2017) claimed that students' positive attitude towards DLBs suggests that this kind of material has the potential to increase L2 vocabulary knowledge and mentioned that "reading dual language books causes less learning burden to language learners compared to reading books that only have the target language because readers do not have difficulties in understanding the texts" (p. 2). Thus, by providing children with solid vocabulary instruction, they are likely to improve their performance as they advance in school grades.

Studies conducted by Ernst-Slavit and Mulhern (2003); Gillanders et al. (2014) and Semingson et al. (2015) aimed to determine the advantages and strategies of using DLBs in common classrooms and in classrooms where English is taught as a second and foreign language. For Example, Paloma, a third-grade teacher worked with six newly arrived Spanish-speaking students. The new students took classes using a DLB where strategies, in order to get efficient results were used. The topic was 'Mira como salen las estrellas' The next day the teacher read 'Eve Bunting's How Many Days to America' to the whole class, and asked students to find differences and similarities between the two stories. The Spanish-speaking students were able to understand and participate actively because the Spanish reading had provided context and vocabulary to comprehend the English version. (Ernst-Slavit & Mulhern, 2003). These results are supported by Naqvi and Pfitscher (2011); Naqvi et al. (2013); Sneddon (2008) who built on the premise that pedagogical resources such as bilingual books can offer teachers the opportunity to implement strategies in classrooms that create a stronger learning community.

Besides, Buendgens-Kosten (2020); Méndez et al. (2015); and Read et al. (2020) analyzed vocabulary development, word retention, and literacy skills in children aged four

to seven using books in two languages. These studies used a mixed-method approach to combine qualitative assessments with quantitative scores. They concluded that DLBs written predominantly in the students' native language provide opportunities for children to find new words in context. Furthermore, Méndez et al. (2015) mentioned that the experimental group significantly retained difficult words while the control group struggled with them.

Additionally, Tsybina and Eriks-Brophy (2010) went further and examined the feasibility of using shared reading as a strategy for developmental vocabulary through DLBs. Thus, 12 children with expressive vocabulary delays participated in shared reading where the teacher supported the interaction with students and valued their socio-cultural and linguistic background. The results showed that children in the intervention group learned significantly more target words in each language after the intervention than children in the control group.

However, Walker et al. (1996; as cited in Ernst-Slavit & Mulhern, 2003) identified the following cautions in the use of DLBs. First, there is a difference in type quality between the two scripts. For example, English style and Japanese style. English is read from left to right; Japanese is read from up to down. Second, the quality of the translations in some cases may not do justice to the quality of the writing, the legitimacy of the narrative, and the style of the language used.

Despite the precautions, the results showed that the use of DLBs can assist all teachers (including those who are monolingual) promote multiple literacies, and encourage the valuing of the diversity of languages, cultures, and scripts among all students. One only

has to see the look on children's faces and listen to the stories teachers and graduate students share to realize the benefit of using DLBs.

Butler (2019) conducted a study at a primary school in the United States with preschool children who were learning ESL. Over six weeks, the children were shown one story in English and then a version in Spanish; sometimes they were asked to work with both versions at the same time. After the implementation period, Yuko (2019) received several positive comments from students through semi-structured interviews. The students said that it had been easier for them to understand the material and that they enjoyed the stories. Therefore, it is possible to assert that both visual books and DLBs result in great benefits regarding students' vocabulary acquisition, as shown through the researched literature.

Regarding the selection of quality DL visual books for young learners in a multicultural context, Hojeij et al. (2019) conducted a study to deepen understanding of what is meant by 'quality' DLBs, in terms of typography, book information, specifically translation accuracy, cultural value, and the impact of DLBs on students. The participants in the present study were three female research assistants in the College of Education at Zayed University. The research assistant team is important to consider as part of this examination. They were selected based on their Arabic/English language proficiency, their educational backgrounds, and involvement in children's literature. They were of Arabic ethnicity but with differences in their nationalities. All participants had living experiences in the United Arab Emirates, other Arab and Gulf nations, as well as English-speaking countries.

Therefore, Hojeij et al. (2019) identified DLBs as excellent, good, fair, and poor, with quantitative scores based on inter-rater reliability. They highlighted the importance of the relationship between pictures and words in DLBs, advising educators to give more explicit attention to illustrations in any evaluation of text quality in dual visual books. As such, similarly to Hu et al. (2012), they were aware of the cultural, social, and linguistic issues depicted in children's picture books. A mixed-method approach was followed to combine qualitative evaluations of these books with quantitative scores based on inter-rater reliability. This study extends findings from a previous qualitative study that saw two researchers from the team critically evaluate the text quality of 24 DL visual books (Dillon et al., 2018).

Finally, Roessingh (2012) conducted a case study of collaborative DL project work between student teachers, teachers, and English language learners in kindergarten and first grade, which purpose was to make the connection between campus-based experiences with a group of students in their final semester in the Faculty of Education and an identified community need: language and literacy development among young English language learner in kindergarten and first grade. Similarly, Rodríguez-Valls' study (2011) argued that the uniqueness of these programs was the fact that learning occurred as a cooperative and active effort generated by students, parents, and teachers.

In this regard, it is important to go back to Roessingh's study (2012) the plan was to form a group of students who were assigned to work with a small group of children with their teacher. These groups remain stable for two years, permitting the student teachers to develop trustful relationships for risk-taking and experimentation with the children.

The results showed that the DLB project provides evidence of the impact of this initiative on the quality of learning outcomes experienced by pre-service teacher trainees in their final semester of university. The benefit of small group work showed the mutual engagement for children and students-teachers alike as a transformative experience for both (Roessingh, 2012).

This study could not measure the impact of the DLB project on the vocabulary learning and literacy outcomes of these young English language learners. However, this study predicts positive results by applying a quasi-experimental design that would include pre-post measures and a comparison group of children. Thus, DL visual books offer children a way to acquire vocabulary and a potential option to use in a classroom.

In conclusion, the studies' outcomes show that DLBs give teachers and their students another pedagogical and didactic option to develop their lexical understanding of the target language because students of different ages and backgrounds may feel less intimidated and more comfortable when reading, generating a satisfying educative experience and an effective learning process.

CHAPTER IV

Methodology

This research synthesis was an exploratory research design of bibliographical character since literature review frequently integrates information from diverse sources published in the past that are related to a common topic (Aloe et al., 2019). In this context, in order to carry out explanatory research-oriented to answer the research question, analyze, determine, and identify the effects that have been reported on the use of DLBs to teach English vocabulary to children in the EFL/ESL classroom, reliable information was collected which was searched in online databases as ResearchGate, Google Scholar, Academia, ERIC, among others. In the same context, the information provided by each source has to meet the criteria or requirements of the research to improve the quality of the whole work (Scannapieco et al., 2005).

Thus, the inclusion criteria taken into account for the present review were: 1) empirical studies, 2) studies that have shown the positive or negative effects of using DLBs or bilingual books, 3) studies that have used any kind of DLBs or bilingual books for language teaching children, and 4) studies that have been conducted in the EFL or ESL classroom. It has to be mentioned that there were restrictions regarding the year of publication of articles; therefore, the selected articles or studies had to be published from 2000 onwards so that the review can be considered updated.

In addition, the keywords or terms used to look for research studies were the following: (a) DL, (b) book, (c) vocabulary, (d) development, (e) bilingual, (f) biliteracy, (g) English, (h) classroom, (i) EFL, (j) ESL, (k) children, (l) student, (m) effect, (n) teach, (o) advantage, (p) disadvantage, (q) teacher, and (r) strategies. These words or terms were

combined within diverse phrases in order to look and have access to more resources related to the topic. In addition, there was not any restriction concerning the design of the studies; therefore, research that used qualitative, quantitative, or mixed-methods were taken into account.

Moreover, based on preliminary research, some journals of free access such as the Modern Journal of Applied Linguistics and Language Research, International Journal of Teaching and Education, Education Resources Information Center, Reading Research Quarterly, PBworks, among others were revised in order to find relevant studies that met the aforementioned criteria or requirements of the research. Finally, a coding process to classify the studies according to the aforementioned criteria emerged through the analysis along with the development of the present work.

CHAPTER V

Data Analysis

Introduction

For this research synthesis, 16 studies were collected and analyzed in order to answer the research question. The studies were organized according to the following categories: effects of DLBs and advantages and disadvantages of using DLBs in the EFL/ESL classroom. However, the teachers' strategy was taken into account during the analysis due to important findings found in the studies relating to the research question. Moreover, the year of publication and EFL/ESL context were considered in order to explain that during the last years there has been more interest in using DLBs in English the learning as a second and foreign language contexts.

Year of publication of the studies

Table 1

Year of Publication of the Studies

Year of publication	Author	N
2000-2010	Ernst-Slavit & Mulhern (2003); Sneddon (2008); Tsybina & Eriks-Brophy (2010)	3

| 2011- 2020 | Buendgens-Kosten (2020); Dillon et al. (2018); Glazer et al. (2017); Gillanders et al. (2014); Hojeij et al. (2019); Hu et al. (2012); Méndez et al. (2015); Naqvi et al. (2013); Naqvi & Pfitscher (2011); Read et al. (2020); Rodríguez-Valls (2011); Semingson et al. (2015); Zhang (2017); | 13 |

N= 16

Table 1 presents the number of studies according to their year of publication. This category was divided into two periods of time to demonstrate that 13 of them were published within the last ten years while the rest of them were published in an earlier period. This might suggest that there has been an increased interest in doing empirical research to observe the use of DLBs to teach English vocabulary.

Regarding the period corresponding to 2000-2010, the table suggests that not much research had been done in those years as the number of studies found is minimum. According to Ernst-Slavit and Mulhern (2003), the number of DLBs published increases over time, which might explain the reason why there was a relatively low availability of books in those years compared to the current time. However, how DLBs have been used and their outcomes do not seem to be affected by time. For example, in the study by Tsybina and Eriks-Brophy (2010), it was reported that the participants succeeded in learning target words in English after receiving instruction using DLBs. Similarly, Buendgens-Kosten (2020) concluded that DLBs provide opportunities to learn a significant amount of vocabulary, which results in wider vocabulary knowledge for students. Thus, it

can be stated that even though there has been much more research done in the last ten years, DLBs have yielded similar results both in the past and in present. This might even suggest that in the following years, more studies will be conducted to keep analyzing the use of DLBs to teach vocabulary to children.

Context

Table 2

Context

ESL/EFL	Author	N
ESL	Glazer et al. (2017); Gillanders et al. (2014); Méndez et al. (2015); Naqvi et al. (2013); Naqvi & Pfitscher (2011); Read et al. (2020); Rodríguez-Valls (2011); Semingson et al. (2015); Sneddon (2008); Tsybina & Eriks-Brophy (2010);	10
EFL	Buendgens-Kosten (2020); Dillon et al. (2018); Ernst-Slavit & Mulhern (2003); Hojeij et al. (2019); Hu et al. (2012); Zhang (2017)	6

N= 16

Table 2 presents the classification of the studies according to the EFL and ESL context in which children's vocabulary development through DLBs was analyzed.

Table 2 shows that 10 studies were carried out in ESL contexts, which might indicate that researchers prefer to conduct studies in this context. Migration to English-speaking countries has been an important factor to be researchers aware of teaching-learning as a second language (Gillanders et al., 2014; Méndez et al., 2015; Naqvi et al., 2013; Semingson et al., 2015). Therefore, Glazer et al. (2017) suggested that newcomer students be given a sense of belonging and acknowledgment in their new school.

On the other hand, bilingual books are common in EFL settings; however, relatively little is known about the contributions that reading bilingual books make to L2 language learning development (Zhang, 2017). Nevertheless, Zhang (2017) concluded that DLBs in the EFL context can be an effective, accessible integrative tool for language learning in or out of the classroom. In the EFL context, Hojeij et al. (2019) mentioned that DL literature for children is ever more important in such contexts because it allows readers to evaluate their own place in the world through connecting with books. Moreover, in EFL contexts, the value of DLBs is more and more recognized. For example, Hu et al. (2012) mentioned that English learners in China are encouraged to read DLBs and use them as a language learning tool.

Effects of DLBs

Table 3

Effects of DLBs

Effects of DLBs	Author	N
Vocabulary development and improvement	Buendgens-Kosten (2020); Glazer et al. (2017); *Hu et al. (2012); Hojeij et al. (2019); Méndez et al. (2015); Naqvi et al. (2013); Read et al. (2020); *Semingson et al. (2015); *Tsybina & Eriks-Brophy (2010); *Zhang (2017)	10
Reading skill	*Ernst-Slavit & Mulhern (2003); Gillanders et al. (2014); *Sneddon (2008)	3
Biliteracy development	*Ernst-Slavit & Mulhern (2003); *Hu et al. (2012); Rodríguez-Valls (2011); *Semingson et al. (2015); *Sneddon (2008); *Tsybina & Eriks-Brophy (2010); *Zhang (2017)	7

N=20

*Some studies are counted in more than one sub-category.

Table 3 was designed considering 13 out of 16 studies that focused on the effects that DLBs have on vocabulary, the reading skill, and biliteracy development when they are applied to learning English as a second or foreign language. This table showed that most of

the studies focused more on vocabulary development, which indicates that this might be the major and most important effect that DLBs can have on children.

Regarding vocabulary, ten articles have determined the effects of DLBs, which have been positive according to the studies. Vocabulary development has been enhanced after using DLBs since they allow to encounter relevant words to be acquired (Buendgens-Kosten, 2020). Such opportunities have yielded effective results in participants' vocabulary development. For example, Hu et al. (2012); Méndez et al. (2015); Naqvi et al. (2013); and Zhang (2017) concluded that students acquired more English vocabulary since they were able not only to recognize and spell a significant number of words but also to retain such words for a long time after reading DLBs. Additionally, Tsybina and Eriks-Brophy (2010) determined that children were also capable of producing the words weeks after the intervention. Moreover, Glazer et al. (2017) mentioned that when there is a lack of L2 vocabulary, the L1 version of the text was a reliable means to understand the story and assimilate new expressions or words. This is supported by Méndez et al. (2015), who determined that students seem to show more effective L2 vocabulary development when the instruction strategically combines L1 and L2.

Additionally, the use of DLBs has also yielded positive effects on the reading skill. For example, Ernst-Slavit and Mulhern (2003) determined that students' reading comprehension was enhanced since they already had previous knowledge about the content of the books, which helped them grasp the English version without much difficulty. Similarly, Gillanders et al. (2014) stated that when children read the books in their L1 first, it serves as great support for understanding the story in English. They also suggested reading the book several times in L1 helps the development of children's comprehension.

Moreover, Sneddon (2008) concluded that DLBs help children to expand their interest in reading in English since they loved the stories and were willing to read even more. This allowed them to become fully independent readers.

Biliteracy development is another effect of DLBs, and it was found in 7 studies. This effect has to do with the benefits that DLBs offer not only to improve the target language but also the learners' mother tongue. In fact, Hu et al. (2012) determined that DLBs helped the children to increase the number of words they were able to identify in English and develop spelling. However, the results also showed that the children developed their first language, which in this case was Chinese since they were able to structure complex stories in their native language. Additionally, Sneddon (2008) found that in order to figure out the meaning of unknown words, the children used the illustrations in the book, which enabled them to learn new words in English and their native language as well. This also suggests a positive effect of the use of DLBs.

Advantages and disadvantages of DLBs

Table 4

Advantages of DLBs

Author/ Year	Visual and contextual support	Vocabulary Input	Motivation	Cultural Understanding	Family Involvement
Buendgens-Kosten (2020)	X	X			
Dillon et al. (2018)	X	X		X	
Ernst-Slavit & Mulhern (2003)	X	X	X	X	X
Glazer et al. (2017)		X	X		X
Hojeij et al. (2019)	X	X		X	
Hu et al. (2012)		X	X	X	
Méndez et al. (2015)	X	X	X	X	

Naqvi et al. (2013)		X			
Naqvi & Pfitscher (2011)	X		X	X	
Read et al. (2020)		X			
Rodríguez-Valls (2011)				X	X
Semingson et al. (2015)		X		X	X
Sneddon (2008)	X		X	X	
Tsybina & Eriks-Brophy (2010)		X			X
Zhang (2017)		X			

N=15

Table 4 shows the advantages of DLBs found in 15 out of 16 studies. The five

advantages identified correspond to visual and contextual support, vocabulary

development, motivation, multicultural understanding, and family involvement. Some studies determined more than one advantage of using DLBs.

Regarding visual and contextual support, seven studies showed that DLBs provide learners with an appropriate context in their L1 to understand the story and with visual support such as pictures or highlighted target words which help to learn relevant vocabulary. The study conducted by Dillon et al. (2018) found that certain books emphasized words that were intended to be learned using different colors or font sizes. Similarly, Mendez et al. (2013); and Sneddon (2008) determined that some DLBs contained labeled illustrations of the target words, which was helpful for students to understand the stories and acquire more vocabulary.

Another advantage identified is related to vocabulary input, which is present in the majority of studies selected. This high availability of findings might suggest that vocabulary is the main language sub-skill that these books help to develop. The study carried out by Tsybina and Eriks-Brophy (2010) stated that by using DLBs, the acquisition of vocabulary in children with slow expressive vocabulary development was facilitated since they learned a significant number of target words in English. Additionally, Zhang (2017) concluded that DLBs provide opportunities for students to learn unknown words at their own pace, which might facilitate vocabulary learning both inside and out of the classroom. Finally, in the study by Read et al. (2020), which used DLBs with a code-switching style to incorporate the two languages, it was determined that such books helped students not only to comprehend the story but also to improve their ability to learn and retain target words in English.

In addition, students' motivation was another important advantage of using DLB, and it was found in six studies. For example, Hu et al. (2012) stated that children were highly interested in stories from DLBs and showed a very positive attitude towards them, which was reflected in their participation and eagerness to share thoughts and opinions about the story. The authors also reported that due to this positive attitude, the children were willing to write their own stories and enjoyed the whole experience. In addition, Ernst-Slavit and Mulhern (2003) affirmed that granting students the opportunity to read something not only in English but also in their first language results in higher levels of enthusiasm and comprehension. Finally, Sneddon (2008) concluded that after these children had positive experiences reading in two languages, they felt highly motivated and proud of their achievements.

Another advantage seen in this table is cultural understanding, which was found in nine studies. In these articles, it was determined that DLBs helped children to raise awareness of their own culture and in some cases, the English culture too. To illustrate this, Hojeij et al. (2019) reported that one of the DLBs highlighted the importance of gratitude, which is an aspect of culture, and this was achieved using vocabulary found in the book related to being grateful. Additionally, in the study by Hu et al. (2012), it was reported that children had applied their cultural and background knowledge to discuss about a story. This story was compared with its Disney version, and as a result, a connection between the two cultures was created thanks to the DLBs.

The last advantage found in the different studies analyzed in this research synthesis is related to family development. This could be seen in 5 studies. What these authors have determined is that DLBs help to engage children's parents and family members in their

learning process by being involved in the instruction or benefitting from it. For instance, in the study conducted by Glazer et al. (2017), the learners reported that their families have loved the DLBs and started reading them since they were able to understand the stories thanks to the parts that were written in their first language, which in this case was Spanish. Additionally, Rodríguez-Valls (2011) determined that by reading DLBs, the children's parents and other family members became aware of the fact that the skills they use to communicate in their first language are also beneficial when learning English. This was helpful for the children because their family members got involved in their English activities by reading together with them and asking themselves questions while reading in order to understand the texts better.

Disadvantages of DLBs

Table 5

Disadvantages of DLBs

Author/Year	Translation accuracy	Design
Dillon et al. (2018)	X	X
Ernst-Slavit & Mulhern (2003)		X
Hojeij et al. (2019)	X	

N=3

Table 5 presents the disadvantages found in some of the studies. It is noticeable that the number of disadvantages, as well as the number of studies found for this category, is low since only three studies present disadvantages when using these kind books. Additionally, the two disadvantages found are related to how accurate the translation was and how well designed the books were.

The first disadvantage identified has to do with the translation provided in the books since some words did not match the pictures presented in some books, which led to a misunderstanding of certain words (Dillon et al., 2018). Additionally, the study found that some book titles were not well translated, which represented a tenuous relationship with the meaning of the stories, and in some cases, the translations did not make much grammatical sense in English as a result of the direct word-for-word translation. The authors suggested these issues should be revised by experienced editors to avoid any language errors. Another example of this problem was presented by Hojeij et al. (2019), who suggested careful examination of the translations by experts to ensure accuracy and maintain appropriate sentence structure.

The second disadvantage identified is related to the design of some books, which has to do with the typography and quality of the texts. For instance, Ernst-Slavit and Mulhern (2003) found that some books were different in their presentation of the two languages due to variations in font size, boldness, or spacing between lines. Another difficulty found had to do with the type of scripts, as the first language was Arabic, which has an alphabet different from English, and this represented an issue for learners. Moreover, in some books, the two languages were placed on different pages where the first language was correctly printed, but English was handwritten, which also posed difficulties for the

students when trying to read the stories. Another example of the same situation mentioned by Dillon et al. (2018) determined that in certain books, three different types of fonts were used to highlight different texts and translations. All these pieces of writing were arranged on the same page and underneath one another, which made it difficult to follow the story. Finally, the study also identified that some text was printed on top of big pictures, which was difficult to see due to the picture itself and some background colors.

Teacher's strategies for using DLBs

Table 6

Teacher's strategies

Author/Year	Read aloud	Alternate different days	Teacher-child conversation.	Creating bilingual books
Ernst-Slavit & Mulhern (2003)	X	X		
Glazer et al. (2017)	X			
Gillanders et al. (2014)	X		X	
Hu et al. (2012)	X		X	
Naqvi & Pfitscher (2011)	X		X	

Naqvi et al. (2013)	X			
Read et al. (2020)	X			
Semingson et al. (2015)	X		X	X
Tsybina & Eriks-Brophy (2010)	X			
Zhang (2017)				X

N=10

Table 6 presents the teacher's strategies for using DLBs found in the 10 out of sixteen analyzed studies. Reading aloud is one of the most used teacher's strategies when using DLBs. Teachers' strategies respond to children's academic needs concerning English literacy acquisition and skill development (Gillanders et al., 2014).

The first strategy, reading aloud, is supported by nine studies as a main and useful strategy in the use of DLBs for promoting L2 vocabulary acquisition and understanding (Gillanders et al., 2014; Read et al., 2020; and Semingson et al., 2015). This strategy may be the first connector between two languages. For example, Hu et al. (2012) stated that a teacher reads a story about frogs aloud softly and slowly. After that, the teacher quickly and enthusiastically read it in Russian. This study showed that learners had a deep understanding when the content of the book is discussed in English. In addition, Gillanders et al. (2014) concluded that reading aloud might be a challenge because children need to

understand at least part of the story, but the teacher's support encourages students to read aloud and negotiate meanings successfully as the teacher has done during the class.

The second strategy, alternating languages, is suggested by Ernst-Slavit and Mulhern (2003), these authors mentioned that DLBs may use alternating languages on different days. Therefore, the children were exposed to only one language each day. This strategy may be used because of children's anxiety and frustration in order to help them work on their self-confidence in both L1 and L2.

Moreover, teacher-child conversations may help the children focus on a specific theme, repeat, and elaborate responses. Additionally, it is helpful to check for comprehension and associate the reading with their lives (Gillanders et al. 2014). Another example is the study by Hu et al. (2012), which showed that children associated Floppy, a character of a story, with themselves. They understood that they were all different from each other and they needed to be nice to others regardless of the differences in a conversation guided by their teacher. In addition, this strategy can give children opportunities to make predictions about the book by talking about illustrations. Moreover, a teacher's perception showed that discussions helped children feel included in the classroom (Naqvi & Pfitscher, 2011). Consequently, they seemed to feel empowered to take on new challenges in the classroom.

Finally, creating a DLB strategy is applied in contexts where DLBs are not available. DLBs can be created by students and shared in school and at home to foster an appreciation of both languages (Semingson et al, 2015; Zhang, 2017). These authors also determined that the teacher can point out how an author might get ideas for writing, organize their thinking to tell a story, and draw on their culture to have voice and style.

In this chapter, an analysis of some studies related to the use of DLBs to teach English vocabulary to children was carried out to determine their effects, advantages, and disadvantages. Additionally, the analysis helped to examine some strategies used by teachers when using DLBs. These findings are useful to make connections among the studies and draw some conclusions, which will be stated in the next chapter.

CHAPTER VI

Conclusions and recommendations

Conclusions

The purpose of this research synthesis was to analyze the effect of the use of DLBs and teachers' strategies when using them in the EFL/ESL classroom, which was accomplished by exploring the findings of 16 studies. After analyzing them, some conclusions can be stated. Moreover, relevant concepts mentioned in the theoretical framework were taken into consideration when concluding.

Regarding the research question, the 13 out of the 16 analyzed studies have provided enough information to answer it. First, DL texts can serve as authentic material for children to learn words, phrases, or expressions. Additionally, DLBs can also be used as wordless picture books; encouraging children to come up with their own stories to promote learning in both, L1 and L2 (Hu et al., 2012). Second, vocabulary gains through reading DL texts can be greater than reading English-only texts (Zhang, 2017), and finally, the use of DLBs has shown students that the skills they use when they read in their first language are useful when learning a second language (Rodríguez-Valls, 2011). For these reasons, it can be concluded that DLBs are a useful tool for developing foundational literacy and biliteracy skills in classrooms.

Another aspect of the findings was concerning how vocabulary is learned by children. Kamil and Hiebert (2005), stated that vocabulary can be learned in a receptive way when children hear words from shared reading, and, Irwin et al. (2007) provides validated information about raising children, claimed that the early stages of school are

better for children to retain new vocabulary from hearing DLBs presented within a story. Therefore, according to the results of the analyzed studies, it can be concluded that by reading DLBs, students, especially young children, improve their comprehension of information and process it much more easily (Glazer et al., 2017). Also, the combination of the languages within the book might develop productive vocabulary because of negotiation of the meaning, and understanding of a story.

The advantages and disadvantages of DLBs were also analyzed in this synthesis. Regarding the advantages, five were found in the selected studies. The first one was related to visual and contextual support, which has to do with pictures or highlighted words that are helpful for children to learn more vocabulary (Mendez et al., 2013). The second advantage, which was found in the great majority of studies, was vocabulary input. After the analysis, it can be stated that DLBs are helpful for students to learn a significant number of English words at their own pace (Zhang, 2017). The third advantage was related to students' motivation. It was found that stories from DLBs arouse children's curiosity and interest to share their opinions about what they read, and as a consequence, they felt proud of their progress (Sneddon, 2008). The fourth advantage found was cultural understanding. It was helpful for children to establish connections between their own culture and the English culture, which allowed them to start discussions about the stories they read based on the cultural information presented to them (Hu et al., 2012). The last advantage was related to family involvement. It was determined that DLBs highly engaged children's parents since they also started reading the stories because they were also written in their mother tongue (Glazer et al., 2017).

However, the use of DLBs also presented some disadvantages. For example, some problems regarding the typography and quality of books were noted. In fact, some books presented differences in font size, boldness, or spacing between lines, which sometimes made it difficult to understand the written text (Ernst-Slavit & Mulhern, 2003). Another disadvantage had to do with the translation of certain texts. At times, translations were not accurate or grammatically correct, and in other cases, the pictures used to represent some words were not appropriate, which led to misunderstandings of those terms (Dillon et al., 2018).

While the research was being carried out, the necessity of analyzing teachers' strategies emerged. The research was based on the premise that learning tools such as DLBs allow teachers to effectively implement strategies in the classroom, which create a stronger learning community (Naqvi & Pfitscher, 2011).

For instance, the read-aloud strategy made evident students could identify sounds. There was no evidence of confusion between languages about the sound values of the letters since L1 helped them use what they had learned in English classes to blend sounds and decode unfamiliar words (Gillanders et al. 2014; Read et al. 2020). In the same sense, the read aloud strategy enhanced their comprehension of information and helped them to process the information much more easily. Additionally, alternating languages on different days was used to break out fear, and anxiety since the students were able to participate actively because the Spanish version had provided a context and some vocabulary needed to understand the English-only reading on the second day. On the other hand, using the teacher-child conversations strategy, teachers can help the child focus on a specific theme, model new words, elicit, repeat, and elaborate responses from the child, check for

comprehension and personalize or link new words (Gillanders et al., 2014). Finally, creating dual-books with students is a not-so-common strategy. Generally, this strategy is applied when students do not have access to the material. However, this strategy can develop students' creativity as they are the owners of their own stories in both English and Spanish version.

Recommendations

Based on what the studies presented, it could be recommended to pay more attention to the EFL effects and implications of using DLBs. The majority of the studies took place in ESL contexts, which shows a lack of research in contexts where English is taught as a foreign language. It is recommended that more studies should be conducted in South American countries in order to analyze the use of DL in our academic context.

In addition, the quality of translation is an important consideration for the success of a bilingual book. Thus, there should be a translation team comprising authors, publishers, translators, and early childhood experts to ensure accuracy of translation for overall meaning, as well as maintaining appropriate sentence structure, and tone.

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Appendix

The next studies were used for the analysis.

Author/Year	Name of the study
Buendgens- Kosten, 2020	"Incidental Vocabulary Acquisition from Bilingual Books"
Dillon et al., 2018	"Examining the text quality of English/Arabic dual language children's picture books"
Ernst-Slavit & Mulhern, 2003	"Bilingual books: Promoting literacy and biliteracy in the second-language and mainstream classroom"
Glazer et al., 2017	"Creating Bilingual Books to Facilitate Second Language Learning"
Gillanders et al., 2014	"Learning words for life: Promoting vocabulary in dual language learners"
Hojeij et al., 2019	"Selecting high quality dual language texts for young children in multicultural contexts: A UAE case"
Hu et al., 2012	"Exploring bilingual books with five Chinese first graders: Children's responses and biliteracy development"

Méndez et al., 2015	"A culturally and linguistically responsive vocabulary approach for young Latino dual language learners"
Naqvi & Pfitscher, 2011	"Living linguistic diversity in the classroom: A teacher inductee explores dual language books"
Naqvi et al., 2013	"Reading dual language books: Improving early literacy skills in linguistically diverse classrooms"
Read et al. (2020).	"¿ Read Conmigo?: The Effect of Code-switching Storybooks on Dual-Language Learners' Retention of New Vocabulary"
Rodríguez-Valls (2011);	"Coexisting languages: Reading bilingual books with biliterate eyes"
Semingson et al. (2015)	"Using bilingual books to enhance literacy around the world"
Sneddon (2008)	"Young bilingual children learning to read with dual language books"
Tsybina & Eriks-Brophy (2010)	"Bilingual dialogic book-reading intervention for preschoolers with slow expressive vocabulary development"
Zhang (2017)	"The effects of reading bilingual books on vocabulary learning"