

REVIEWER'S REPORT

Manuscript No.: IJAR-52078

Date: 05-06-2025

Title: What are the characteristics of bilingual students of primary school in written production?

Recommendation:

Accept as it is.....**YES**.....

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality			√	
Techn. Quality			√	
Clarity			√	
Significance			√	

Reviewer's Name: Syed Mohammed

Reviewer's Decision about Paper: Recommended for Publication.

Comments (*Use additional pages, if required*)

Reviewer's Comment / Report

1. Relevance and Scope

The study addresses an important and nuanced area of educational linguistics—the written language production of bilingual primary school students. The exploration of how bilingualism interacts with Readability measures and text complexity is timely and significant, particularly within multilingual educational contexts like Germany and Greece. The focus on primary school students adds further depth, as early literacy development is critical in shaping future academic outcomes.

2. Abstract

The abstract clearly identifies the research problem, methodology, and key findings. It outlines the sample size, the digitization of texts, and the application of Readability formulas (Flesch-Kincaid and Gunning Fog). The use of statistical tools such as Excel and Tableau adds a layer

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of precision to the analysis. The findings regarding vocabulary, subject-specific terminology, and multisyllabic words are relevant and well-connected to the Readability assessment. The abstract provides a concise yet informative summary of the research objectives and outcomes.

3. Introduction

The introduction presents a comprehensive theoretical framework linking bilingualism with Readability. It draws from a broad spectrum of interdisciplinary sources, referencing linguistic theory, cognitive psychology, and education studies. It also offers a detailed explanation of Readability concepts, including syntax, vocabulary, and structural factors. The inclusion of various Readability indexes adds methodological robustness to the narrative.

4. Literature Integration

The text is well-supported with relevant literature and citations that span recent and foundational works. It reflects an awareness of the complexity of bilingual literacy, touching upon aspects such as code-switching, L2 reading challenges, and material design for bilingual learners. The references to the role of metalinguistic awareness, cognitive load, and socio-educational integration challenges enhance the analytical depth of the paper.

5. Methodology Overview

Though not detailed in the excerpt, the methodology is partially outlined through the sample description (Greek-speaking bilingual students in German public schools) and the tools used (Word digitization, Readability formulas, Tableau analysis). The selection of students across different grades adds a developmental perspective to the study, enriching the understanding of written production across age groups.

6. Findings and Interpretation

The key finding that texts rich in academic vocabulary and multisyllabic words result in higher Readability scores—and, paradoxically, higher student evaluation—presents an interesting relationship. The observation that variables are inversely proportional is noteworthy, suggesting deeper linguistic and cognitive dynamics in bilingual writing. The correlation between vocabulary complexity and perceived academic quality provides a strong foundation for further inquiry.

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7. Thematic Significance

The paper provides valuable insights into the language processing strategies of bilingual students and their implications for assessment practices. It has practical relevance for curriculum design, assessment policy, and language pedagogy, especially in multilingual education systems.

8. Overall Evaluation

This study offers a compelling analysis of written production among bilingual students, combining theoretical grounding with empirical rigor. It bridges cognitive, linguistic, and pedagogical considerations to present a holistic view of bilingual literacy development. The use of quantitative Readability tools alongside qualitative linguistic interpretation adds both credibility and clarity to the findings. The research is well-conceived, informative, and highly relevant to educators, linguists, and policymakers alike.