

**Literature Review: Bilingualism**

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The concept of bilingualism is commonly associated with code-switching since it requires the capacity to communicate in two or more dialects. Numerous research describing bilingualism have been conducted because of the varied ways in which it raises consciousness. Rutherford-Quach & Hakuta (2019) defined bilingualism as a "coexistence of more than one linguistic system within a person." On the other hand, Wei (2020) emphasized that being able to speak one language while also understanding another constitutes bilingualism. To put it another way, bilingualism only applies to those who can successfully converse in their native language and another language. Although other scholars provided further definitions, there is currently no universally accepted definition of what it means to be bilingual. According to Navarro-Torres et al. (2021), a bilingual person can switch back and forth between two languages fluently.

### **Bilingual education**

Since its inception several decades ago, bilingual education has undergone several iterations. This has reflected the changing socio-political perceptions toward bilingualism as a challenge to be solved and a valuable resource for effective involvement in a globalized world (Garca, 2009). For English language learners in pre-kindergarten through grade twelve, bilingual education is defined by Kennedy (2020) as a system that provides ELLs with instruction delivered in their native tongue, as well as incorporated language, literacy, and content guidance in English, to ensure ELLs have access to the complete curricular offerings at each grade level.

Bialystok (2018) argues that bilingual education in the United States has been contentious virtually from the country's inception. Political rhetoric always has flavoured debates on bilingual education. Various political and social linkages have been made with bilingual education systems in different nations. Canada is a good example since the country's social, economic, and political circumstances differ from those of the United States. Most bilingual

Canadians speak an official language (French or English) and a heritage language. Although the nation is legally bilingual, no specific language identifies most bilinguals like there is in the United States. Many aspects of European culture, such as language policies, school structures, and the value placed on bilingualism, diverge sharply from their North American counterparts. Strong arguments are made by Garcia (2011) for the worldwide applicability of bilingual education, but the environment in which learning takes place is critical; there are no global results or prescriptions for bilingual education. It is important to remember that research undertaken in one setting may not apply to bilingual education in another, as pointed out by Baker (2011).

### **Bilingual Parenting**

One of the greatest advantages a father can provide his kids is the ability to communicate with them in more than one language. This is quite a challenging task. More and more parents are seeing bilingualism in the United States as a desirable trait in their children. Reasons for this tendency include parents' hopes of keeping their children connected to their cultural roots, giving their children a leg up in school, and fostering intercultural dialogue and understanding.

However, studies show that most American children ultimately become dominant English speakers or even monolingual in English, suggesting that nurturing kids is a rare success story in the United States (Wong Fillmore, 2000). This is because children have fewer opportunities to study languages other than English and English has a high standing. Studies have shown that parents' ideas, perspectives, and relationships with their children have a significant role in a child's ability to learn a second language (De Houwer, 1998).

King & Fogle (2006) sampled families from different socioeconomic backgrounds in the United States. Out of the sample, 24 families had children between 6-12 years old, and their

parents wanted to raise them to speak both Spanish and English. They intended to bring up children who could easily fit into Spanish and American systems. Despite the widespread belief among parents that their children would be at a disadvantage if they were exposed to more than one language at home, studies show that bilingual children reach a significant milestone in language development (King & Fogle, 2006). There is no evidence from studies to back up the fear of many parents that their children would get confused if they were exposed to two languages at home. However, it has been discovered that using both languages in a single discourse indicates fluency in both tongues. According to King & Fogle (2006), many parents use television as the primary source of exposure to the target language. However, this should be seen as lighthearted supplementary language acquisition support. People-to-people communication is the most effective strategy for acquiring a second language. Many parents mistakenly believe that raising their children to be bilingual would result in "larger, better brains." Instead, parents of bilingual children should expect them to benefit in more narrowly focused ways, such as via a deeper grasp of language as a system.

Professionals should strongly advocate for using two languages at home whenever parents express interest in or worry about parenting multilingual children. According to Snow (1990), when parents speak to their children in both their native language and another language, they are giving their children a rich linguistic environment and encouraging bilingualism, which may become a valuable asset to the kid, the household, and the society.

### **How do children learn a language?**

When seen through the eyes of a youngster, learning a new language might appear like an enormous challenge. Hundreds of words in the world's languages may be used in limitless ways to communicate an unlimited number of meanings. No one can tell a child at birth which of the

many languages they should study first. They need to study Portuguese if they were born in Brazil and Tagalog if they were born in the Philippines. Someone born in Belgium or Quebec or to a family of immigrants or refugees may need to pick up two languages simultaneously. Despite these obstacles, most youngsters pick up the basics of language throughout the infant and preschool years with little to no teaching or explicit feedback. By the time a child reaches age five, he or she has acquired a vocabulary numbering in the thousands. He can construct sentences using complicated grammatical structures, tell the difference between literal and nonliteral definitions (such as humour or metaphor), follow the norms of polite conversation, and apply these skills in preparation for reading. The child's speech sound inventory is fully developed by age 8.

### **Teaching Young Learners**

The growth of the learners accelerates dramatically between the ages of six and twelve. According to Bland (2016), the teacher should use puppets to teach language through storytelling. On the other hand, children six years old voice their speculations about whether or not the puppet their teacher is using in telling stories is alive (Bland, 2016). Lindgren & Muoz (2013) states that watching movies with subtitles and spending hours playing language video games are two of the most common ways that children aged 12 can learn a language independently outside of the classroom. This is despite them missing out on the dialect educational opportunities offered by language classes. The differences between a person's first language and a second language have already become less clear due to the extensive use of language in settings such as outside of the classroom (Graddol, 2006, p. 110).

Ellis (2018) states in his research that instructing young students is not merely a question of establishing language resources. However, it has a substantial educational effect, for instance,

in literacies, intercultural learning, and global challenges. According to Muz and Spada (2019), researchers suggest encouraging behaviours focused on "activities such as interactive games, music, reading aloud, and storytelling." On the other hand, Achilleas Kostoulas (2019) has referred to "the folk linguistic faith that an early start in language teaching would always lead to superior educational achievements." In contrast to the widespread belief that teaching language to young students is a straightforward process, Rich (2018) contends that the more inexperienced the youngster, the more difficult the endeavour will be. The process of teaching language to young learners requires a great deal of effort and expertise, especially when dealing with children in the earlier years of primary school. This goes even further, as the implications of teaching have deep consequences for educators at the high school level, university level, and beyond: "Not least of all this is because increasingly older learners will be those who have already encountered formal second and foreign language learning as children and will carry the impact of this, whether positive or negative, into their further studies" (Rich, 2014, p. 1).

### **Characteristics of young learners**

When it comes to language acquisition, young learners and adult learners approach the process differently. To start, younger students are prone to rapidly becoming disinterested. They will lose interest in the activities if they are not intriguing enough or do not engage them enough. This happens because they have trouble focusing for long periods. In most cases, after ten minutes of engaging in the task at hand, kids may lose interest in it, particularly if it is being taught to them directly and does not include any aspects of play. Next, they are recognized for their inquisitiveness and their zeal for life. They find it most satisfying to make sense of the world surrounding them by participating in stimulating and inspiring activities in which they are required to discover things for themselves rather than having the answers handed to them. They

do not necessarily concentrate on the material that is being taught to them but rather gains informally from everything that is going on around them. According to the idea of cognitive development proposed by Jean Piaget, young students' cognitive abilities are still growing. Put another way; they are still transitioning from concrete to abstract reasoning. They are not yet able to absorb abstract ideas, such as grammar rules, in the same way as adults because adults are more analytical. In addition, kids are more likely to comprehend not just based on an explanation but also, and to a far greater extent, based on what they hear, feel, and touch (Harmer, 2001, p. 82).

The concrete operational phase of education occurs between 6 and 12. As Ghazi & Ullah (2015) note, even while kids this age are still quite literal in their thinking, they grow considerably more competent at employing reasoning. At this age, children start to develop the ability to see things from the perspectives of others other than themselves, marking a shift away from the egocentricity that characterized the preceding stage. While thought becomes considerably more logical in the concrete operational condition, it may also become highly inflexible (Widayanto, 2019). Preteens have difficulty wrapping their heads around abstract and hypothetical ideas. At this age, kids start to consider the feelings and perspectives of others beyond their immediate circle of friends and family. In addition, children in the concrete operational stage of development start to realize that their ideas are distinct from those of others.

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