

# AN OBSERVATION OF PREFERENCES ON BILINGUAL EDUCATION AMONG THE LEARNERS OF ENGLISH AS A SECOND LANGUAGE

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## ***Abstract***

*Bilingual teaching is less probed compared to the need and importance of it to the students. Bilingual teaching receives both constructive and destructive comments over its existence. Bilingual education is one in which the students will be able to learn their subjects and gain knowledge with the help of their official language as well as their mother tongue. Bilingual teaching does not only focus the immigrants or the native speakers who have access to only one language but it is also done to those who wanted to master his/her knowledge. The aim of bilingual teaching is to improvise the concentration levels of speaking, listening, reading and writing. Bilingual teaching is always considered as a challenge to do and it is especially useful for the students in India who speak different languages. The paper focuses on the preferences of the students who were inquired about their comfort in various levels of teaching in bilingual language. The study focuses on the concept of bilingual teaching and the students' preferences over it.*

*Keywords: Bilingual education, preference, interest, effectiveness, understanding*

## Introduction

Bilingual Teaching, as the name says, is the method of teaching the students in both native language as well as the secondary language. The teacher is allowed to convey the students about the subject of study in their mother tongue and the target language through which it is believed that the students understand the concepts better and with ease. There are less awareness about the beneficence that bilingual education creates both to the learners as well as teachers. The bilingual education system has to be explored and stated well to the educationalists, law makers etc. instead of students. The questionnaire was raised to the students to break the stigmatic assumptions made. This paper is aimed at flashing their fondness to enhance their knowledge with an option of Bilingual education. The students were questioned about the different aspects of bilingual teaching. Some of which includes the effectiveness of teaching in Bilingual, the understanding capabilities of having a bilingual education, interest vested in the bilingual classroom and the comfort levels maintained in the classroom.

The count of languages spoken by the people around the world is 6000. There are many languages that act as the link languages and they serve the communication better for the people living. Few of which include Arabic, Mandarin, Russian etc. Bilingual education can be dated back to the time of Greek and Romans. Today we could be able to see plenty of institutions which are providing bilingual education to the students. The literature gained with the evolution of bilingual education has led to tremendous studies on the same. The entry of bilingual education in many of the countries has controversial endings. Especially in the United States of America, the arguments heated up.

The advocates insisted on bilingual education for making the opportunities extended even to the students belonging to the linguistic minorities. The factors leading to bilingual education may account to the heterogeneous people settled in a country or a place. Adding to that, these languages pave the way for a bright and broader communication with other people who have different mother tongues. It is always to keep in consideration that the policies for a multilingual study environment has goals oriented with respect to the bilingual teaching, to do an experiment on the satisfaction of the students who learn and going to experience the multi linguistic environment, to know whether the region the students are going to be taught have a multi linguistic culture or homogenous culture etc. (Georgetown University Round Table on Languages and Linguistics (GURT) 1999)

It is well known that in India, the use of English is globally spread every day and the functions and responsibilities of English are growing vast. The need to learn English is reaching a new definite level. During the period of independence there were 15 languages that were identified as the National languages of India. But one of the native languages of India Hindi and English were accepted as the official language of India (Jenny Cheshire, 2012)

The bilingual teaching methodology attracted the attention of the chief educationalists in India and it had been in discussions all over the country. The issue had also experienced critical reviews too. In the early years, the bilingual teaching was with the teachers who neither knew English properly nor their native language. A test to check the bilingual testing was done in south Bihar, in a part of India where it was found that the students had learnt only one and a half words per hour throughout the year. It was because of the teachers who barely knew the language (Sastri HNL, 1970).

There always persists a situation where the bilingual students and the bilingual teachers are always confused. Students who are bilingual are the ones that know two languages for communication and when it is bilingual education, the students are allowed to get educated in two languages that includes mother tongue and the formal or official or second

language of learning (Mari´a Estela Brisk, 2005). There are many methods and processes found to establish bilingual education and it differs widely across the world. The result of all those addressed a positive review further and predominantly effective. There are three types of education procedure in bilingual, differentiated by Roberts (1995). The directs according to the needs cater one of those [5]. In an experiment related to bilingual education which enquired about the role of attitude and motivation of students and it revealed that the focus to be also given to the diversity among the students and the capabilities of the students (<https://dialnet.unirioja.es/servlet/articulo?codigo=6642643>) In this study, the demography includes only the board of education in the respondents' school and their medium of instruction in school. It is also the limitations in the study.

## Survey Methodology

Questionnaire is the methodology followed to drive the results from the students on Bilingual education. This method was followed to conquer the results with ease and also for an user friendly approach to the students. The questions mentioned in the questionnaire are as below:

### DEMOGRAPHIC QUESTIONS

1. Name
2. Gender
3. Medium of instruction in School
4. Board of Education

### QUESTIONS BASED ON EFFECTIVENESS OF BILINGUAL TEACHING

1. Bilingual Teaching helps to get firm with the concepts
2. Teaching is effective to perform with real world applications
3. Bilingual Teaching strengthens decision making
4. Bilingual Teaching paves way to express one's perspective
5. Bilingual Teaching is the effective way of learning new words

### UNDERSTANDING CAPABILITIES OF HAVING BILINGUAL EDUCATION

1. Bilingual Education provides a clarity of concepts
2. Bilingual Education helps in understanding and thus being responsive in the Classroom
3. Bilingual Education allows to comprehend the contents taught in the Class
4. Bilingual Education helps instant understanding of the teaching
5. Bilingual Classrooms will develop a scope of easy learning of concepts

### INTEREST VESTED WITH BILINGUAL CLASSROOM

1. Bilingual Classrooms boosts interest in listening
2. Bilingual Classrooms motivates to stay connected with the teaching
3. Bilingual Teaching encourages interaction in the Classroom
4. Bilingual Teaching helps in understanding the speaking pattern
5. Bilingual Classrooms are more informative

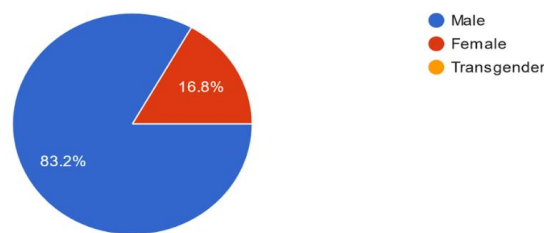
### COMFORT LEVELS IN BILINGUAL CLASSROOM

1. Bilingual Education enhances confidence levels
2. Bilingual education encourages clarifying doubts in the Class
3. Bilingual Classrooms enable learners recognize the techniques of learning
4. Bilingual education allows learners to open-up through voice
5. Bilingual education encourages learners to socialize in the Classroom

## Analysis of Data ANALYSIS OF THE RESPONSES

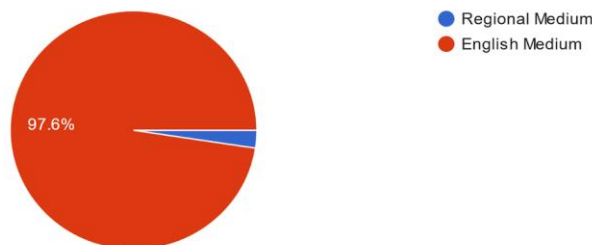
The analysis received from the students are analyzed for deriving the perspectives of students over bilingual teaching. 125 students registered their responses for the 20 questions on bilingual education mentioned above. An additional 4 questions denote the students' demography. The questions included their Name, Medium of instruction in School, Board of education and Gender. The questions were based on LIKERT SCALE ranging from Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree to the statements mentioned under each aspect of Bilingual Learning.

GENDER  
125 responses



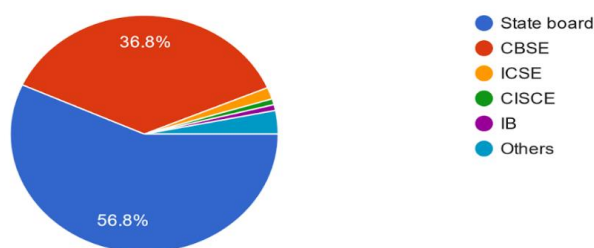
The number of Male students accounts to 104 and the number of female students account to 21. The corresponding percentages are 83.2 and 16.8 respectively.

Medium of instruction in School  
125 responses



97.6% of the respondents were from the school whose medium of instruction is English. The other 2.4% of respondents from the school where the medium of instruction is their mother tongue. The total number of students counted from English medium schools are 122 and 3 from regional respectively.

Board of Education  
125 responses

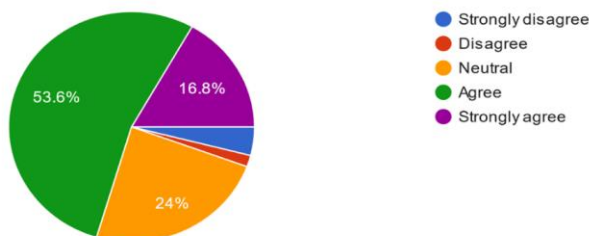


The board of education had a varied number of people from different boards. The highest was from State Board with 56.8%, accounting to 71 students, the adjacent was from CBSE with 36.8% accounting to 46 students, ICSE, CISCE, IB, others corresponding to 1.6%, 0.8%, 3.2% and numbers to 2, 1, 1, 4 students respectively.

### QUESTIONS BASED ON EFFECTIVENESS OF BILINGUAL TEACHING

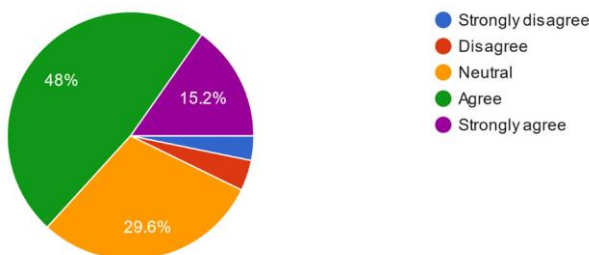
The effectiveness of bilingual teaching with the students was analyzed with the below pie-charts. There were 5 questions raised in knowing the effectiveness of bilingual teaching. They address their acceptance over Bilingual teaching in getting better with the concepts taken in the class, their acceptance level over Bilingual teaching's effectiveness to perform with real world applications, acceptance level with Bilingual decision strengthening bilingual teaching, acceptance level towards expressiveness of one's perspective and acceptance over the way of learning new words.

Bilingual Teaching helps to get firm with the concepts  
125 responses



16.8% has strongly agreed to the fact that the bilingual education will help them in getting firm with the concepts. 53.6% agreed, 24% stays neutral, 1.6% disagree and 4% completely disagree which is equal to 21, 67, 30, 2 and 5 students respectively.

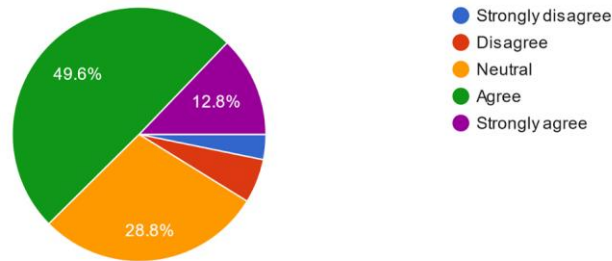
Bilingual Teaching is effective to perform with real world applications  
125 responses



15.2% has strongly agreed to the fact that the bilingual education is effective to perform with real world applications. 48% agreed, 29.6% stays neutral, 4% disagree and 3.2% completely disagree which is equal to 19, 60, 37, 5, 4 students respectively.

Bilingual Teaching strengthens decision making

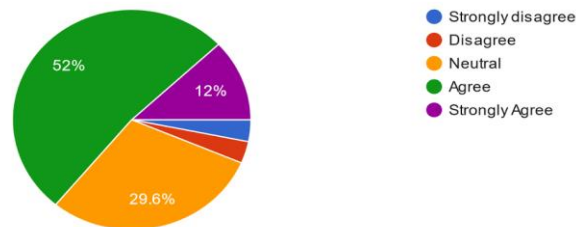
125 responses



12.8% has strongly agreed that the bilingual education strengthens decision making. 49.6% agreed, 28.8% stays neutral, 5.6% disagree and 3.2% completely disagree which is equal to 16, 62, 36, 7, 4 students respectively.

Bilingual Teaching paves way to express one's perspective

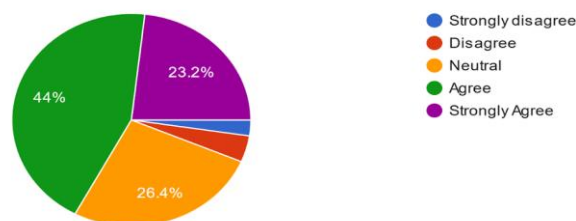
125 responses



12% has strongly agreed that bilingual education paves way to one's perspectives. 52% agreed, 29.6% stays neutral, 3.2% disagree and 3.2% completely disagree which is equal to 15, 65, 37, 4, 4 students respectively.

Bilingual Teaching is the effective way of learning new words

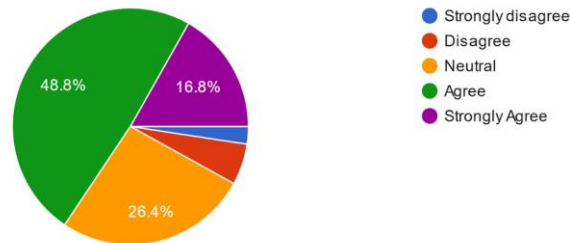
125 responses



23.2% has strongly agreed that bilingual education is the effective way of learning new words. 44% agreed, 26.4% stays neutral, 4% disagree and 2.4% completely disagree which is equal to 29, 55, 33, 5, 3 students respectively.

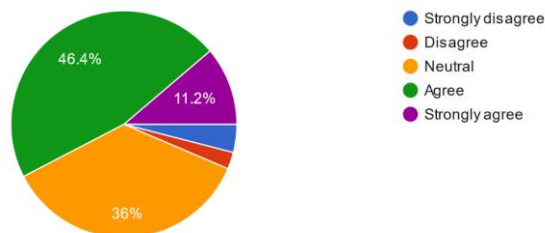
## UNDERSTANDING CAPABILITIES OF HAVING BILINGUAL EDUCATION

Bilingual Education provides a clarity of concepts  
125 responses



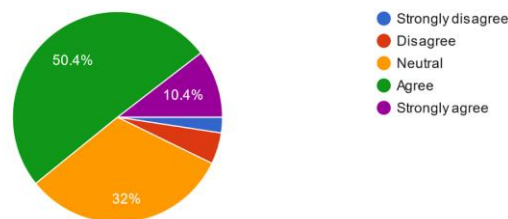
16.8% has strongly agreed that Bilingual Education provides a clarity of concepts. 48.8% agreed, 26.4% stays neutral, 5.6% disagree and 2.4% completely disagree which is equal to 21, 61, 33, 7, 3 students respectively.

Bilingual Education helps in understanding and thus being responsive in the Classroom  
125 responses



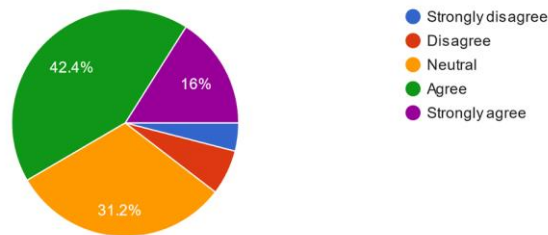
11.2% has strongly agreed that the Bilingual Education helps in understanding and thus being responsive in the Classroom. 46.4% agreed, 36% stays neutral, 2.4% disagree and 4% completely disagree which is equal to 14, 58, 45, 3, 5 students respectively.

Bilingual Education allows to comprehend the contents taught in the Class  
125 responses



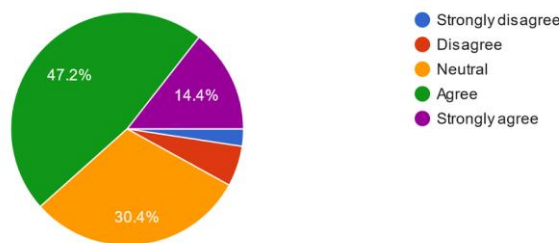
10.4% has strongly agreed that the Bilingual Education allows to comprehend the contents taught in the Class. 50.4% agreed, 32% stays neutral, 4.8% disagree and 2.4% completely disagree which is equal to 13, 63, 40, 6, 3 students respectively.

Bilingual Education helps instant understanding of the teaching  
125 responses



16% has strongly agreed that the Bilingual Education helps instant understanding of the teaching . 42.4% agreed, 31.2% stays neutral, 6.4% disagree and 4% completely disagree which is equal to 20, 53, 39, 8, 5 students respectively.

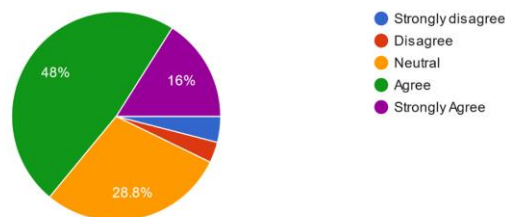
Bilingual Classrooms will develop a scope of easy learning of concepts  
125 responses



14.4% has strongly agreed that the Bilingual Classrooms will develop a scope of easy learning of concepts. 47.2% agreed, 30.4% stays neutral, 5.6% disagree and 2.4% completely disagree which is equal to 18, 59, 38, 7, 3 students respectively.

### INTEREST VESTED WITH BILINGUAL CLASSROOM

Bilingual Classrooms boosts interest in listening  
125 responses

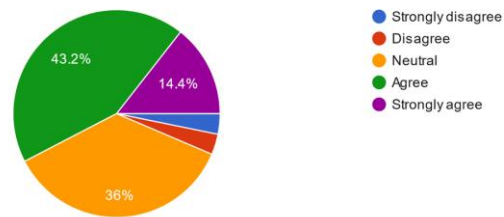


16% has strongly agreed that the Bilingual Classrooms boosts interest in listening. 48% agreed, 28.8% stays neutral, 3.2% disagree and 4% completely disagree which is equal to 20, 60, 36, 4, 5 students respectively.



Bilingual Classrooms motivates to stay connected with the teaching

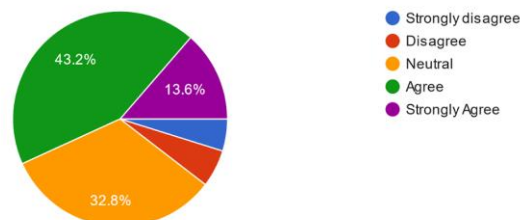
125 responses



14.4% has strongly agreed that the Bilingual Classrooms motivates to stay connected with the teaching. 43.2% agreed, 36% stays neutral, 3.2% disagree and 3.2% completely disagree which is equal to 18, 54, 45, 4, 4 students respectively.

Bilingual Teaching encourages interaction in the Classroom

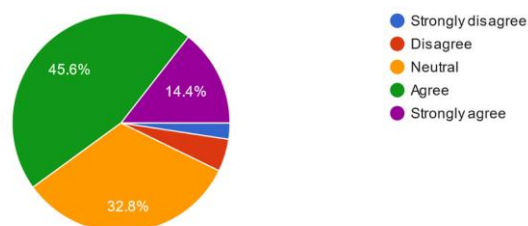
125 responses



13.6 % has strongly agreed that the Bilingual Teaching encourages interaction in the Classroom. 43.2% agreed, 32.8% stays neutral, 5.6% disagree and 4.8% completely disagree which is equal to 17, 54, 41, 7, 6 students respectively.

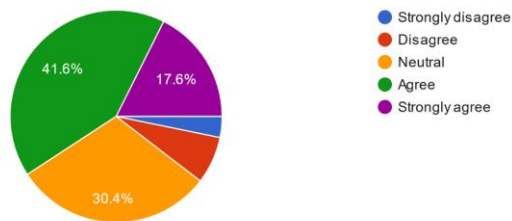
Bilingual Teaching helps in understanding the speaking pattern

125 responses



14.4% has strongly agreed that the Bilingual Teaching helps in understanding the speaking pattern. 45.6% agreed, 32.8% stays neutral, 4.8% disagree and 2.4% completely disagree which is equal to 18, 57, 41, 6, 3 students respectively.

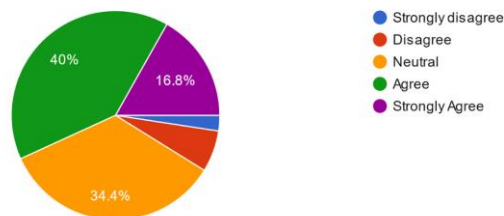
Bilingual Classrooms are more informative  
125 responses



17.6% has strongly agreed that the Bilingual Classrooms are more informative. 41.6% agreed, 30.4% stays neutral, 7.2% disagree and 3.2% completely disagree which is equal to 22, 52, 38, 9, 4 students respectively.

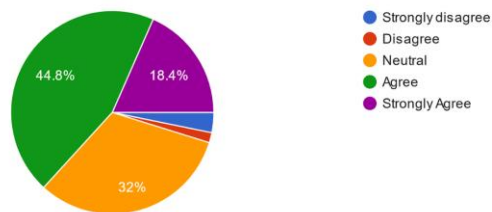
### COMFORT LEVELS IN BILINGUAL CLASSROOM

Bilingual Education enhances confidence levels  
125 responses



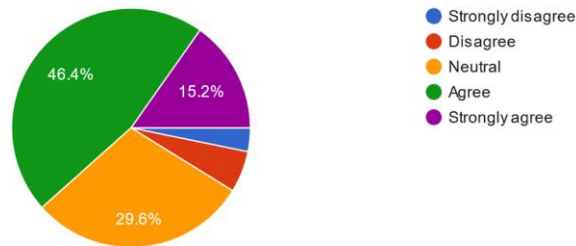
16.8% has strongly agreed that the Bilingual Education enhances confidence levels. 40% agreed, 34.4% stays neutral, 6.4% disagree and 2.4% completely disagree which is equal to 21, 50, 43, 8, 3 students respectively.

Bilingual education encourages clarifying doubts in the Class  
125 responses



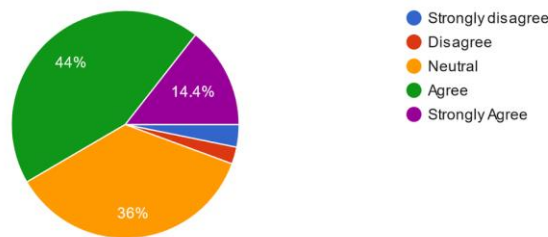
18.4 % has strongly agreed that the Bilingual education encourages clarifying doubts in the Class. 44.8% agreed, 32% stays neutral, 1.6% disagree and 3.2% completely disagree which is equal to 23, 56, 40, 2, 4 students respectively.

Bilingual Classrooms enable learners recognize the techniques of learning  
125 responses



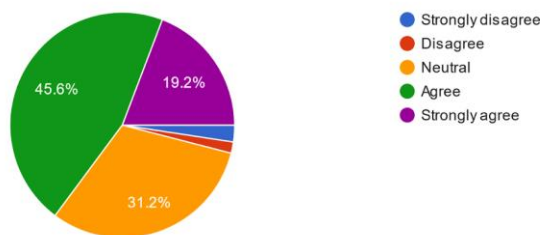
15.2 % has strongly agreed that the Bilingual Classrooms enable learners recognize the techniques of learning. 46.4% agreed, 29.6% stays neutral, 5.6% disagree and 3.2% completely disagree which is equal to 19, 58, 37, 7, 4 students respectively.

Bilingual education allows learners to open-up through voice  
125 responses



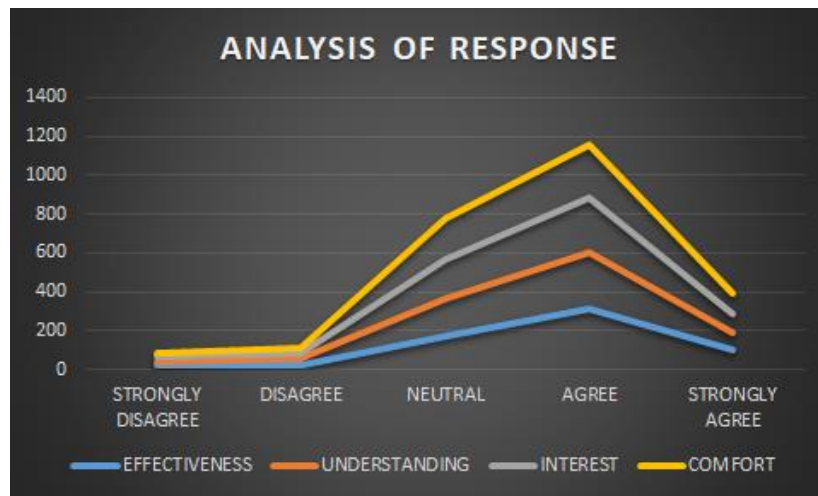
14.4% has strongly agreed that Bilingual education allows learners to open-up through voice. 44% agreed, 36% stays neutral, 2.4% disagree and 3.2% completely disagree which is equal to 18, 55, 45, 3, 4 students respectively.

Bilingual education encourages learners to socialize in the Classroom  
125 responses



19.2% has strongly agreed that Bilingual education allows learners to open-up through voice. 45.6% agreed, 31.2% stays neutral, 1.6% disagree and 2.4% completely disagree which is equal to 24, 57, 39, 2, 3 students respectively.

### Conclusion



The above line graph represents the analysis of the questions raised with respect to the bilingual teaching on the account of variables considered including effectiveness of the bilingual education, understanding levels of teaching, interest over the bilingual education and comfort on the former. To ease the observance of the questions claimed, the agreements are held together for the variables and validated for better understanding. In the above graph, the variables are mentioned in the x- axis and the levels of agreement are mentioned in the y-axis with respect to x- axis.

The variable effectiveness in the graph is mentioned in the blue coloured line graph and the acceptance grades are as follows. 3% of people strongly disagreed, 4% of students disagreed, 27% stayed neutral, 50% agreed to the fact that bilingual teaching is efficient and 16% strongly agreed for the same which is equal to 20, 24, 170, 310 and 101 students respectively.

The variable understanding levels of students in the graph is mentioned in the orange coloured line graph and the acceptance grades are as follows. 3% of people strongly disagreed, 5% of students disagreed, 31% stayed neutral, 47% agreed to the fact that bilingual teaching is easy to understand and 15% strongly agreed for the same which is equal to 20, 32, 193, 294 and 86 students respectively.

The variable interest in the graph is mentioned in the gray coloured line graph and the acceptance grades are as follows. 4% of people strongly disagreed, 5% of students disagreed, 32% stayed neutral, 44% agreed to the fact that bilingual teaching is efficient and 15% strongly agreed for the same which is equal to 23, 31, 203, 272 and 96 students respectively.

Lastly, the variable comfort of teaching bilingual in the graph is mentioned in the yellow coloured line graph and the acceptance grades are as follows. 3% of people strongly disagreed, 4% of students disagreed, 33% stayed neutral, 44% agreed to the fact that bilingual teaching is efficient and 16% strongly agreed for the same which is equal to 19, 24, 204, 273 and 105 students respectively.

It is clear from the above that, even though bilingual education is not prevalently exposed in the world of education, the anticipation or expectancy towards its establishment is positive. The limitations of the study would be the sample size taken for the study and include the initial samples from the students from rural demographic background and it can be extended further to the students who wanted to grow their knowledge even in the secondary language. The results clearly depict that the students are fairly depending on Bilingual education to flourish themselves better with knowledge and education.

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- <https://dialnet.unirioja.es/servlet/articulo?codigo=6642643>

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