



Full Length Research Paper

Symmetrical study of English Linguistic knowledge between monolingual and bilingual students

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Language is a social phenomenon and a child learning language, learns not just the rules of the linguistic structure but learns them with reference to the social context. So, in a multilingual set-up contextualized language instruction for young learners must follow the principle of child-centered pedagogy. Within which their views, voices and experiences are given primary consideration and also their active participation is encouraged. Teaching grammar and vocabulary (that is, giving examples from the home language of the learners) in isolation will not yield the desired result and learning will take place in a fragmented manner whereas, we need to have a holistic perspective on language learning (NCF 2005).

Key words : Bilingual, English Linguistic, monolingual and symmetrical study

INTRODUCTION

The word „language“ is variously used as the system of expression of one’s thought. The principal systems of communication used by particular groups of human beings within a particular society (linguistic community) of which they are members (Agnihotri and Khanna, 1994). It is the dynamic, active and complete process whereby speakers may be involved as producing agent and listeners as the receiving agents. Actually it is a symbolic behavioral system of encoding and decoding. Encoding involves the process of conforming a given information with a set of linguistic material or a symbolic system by the speaker. Where as, decoding is the process of recognizing or extracting the given information from the symbolic system or code by the listener.

Formally is seen as the pairing of a lexicon and a set of

syntactic rules, where it is systematically governed at the level of sounds, words and sentences (Bose, 1999). It is also a system of verbal behavior, which differs from group to group, and a system of comprehending and collecting concepts to be stored in meaning. In other words it is defined as a medium of comprehension and communication. Roman thinkers described human beings as – „Homo Loquens“ or speaking mammals. They are able to imagine, dream, forget and think and speak things that have never happened and can remember, recall and respond. Aitchison (1976) called them- „articulate mammals“. Thus, we need to examine in a multi dimensional space, giving due importance to its structural literacy, sociological, cultural, psychological and aesthetic aspects.

Language Learning Theory

Learning a language is as crucially dependent on factors within learners as it is upon those without. People do not learn a language which is not available to them either in visual, auditory or some other forms. What do learners learn, how they learn, what the role of social factors in this learning is and what is the role of individual factors in the learning- all these are very interesting questions.

Even though children appear to be born with an innate language faculty, individual languages are acquired in specific socio-cultural and political contexts. Not only this but language is also species specific, though just as good food is required for physical development, so linguistic development also requires the nourishment of exposure. Every child learns what to say, to whom and where. Languages are inherently variable and different styles tend to be used in different contexts by different age groups.

The human being, we shall not hesitate to say, is born with a set of similar facilities which at birth begin their development towards maturity. There is absolutely no reason to believe that the mind of the infant entertains any concepts earlier than the first encounter with the world outside. Thus, this first encounter of the infant with the external world, whenever it takes place, has a triple dimension –

(a) It has a cognitive factor, namely, the first feeding ground for the acquisition of concepts that form the content of thinking.

As the child is able to move around he sees, hears, tastes and manipulates a greater number of things. Thus, the feeding ground for his cognitive experiences is also greater. Such experiences which take place initially at the level of the senses. The most take place earlier than the first utterance, the child will be able to produce in his language and the mind of the child also invariably finds development.

(b) It has a linguistic factor, laying the foundation of further language experiences.

The child's cognitive faculty finds proper development along with a level of comprehension that he achieves. This comprehension is not only intellectual but also linguistic. As the child's verbal and non-verbal experiences (linguistic and cognitive experiences) develop we find that he obtains better mastery of his language.

(c) It has a sociological factor, the first social experience of the infant:

Both understanding of the world around, and comprehension and production of language tremendously contribute to the process of socialization in the child. The child's interpersonal communion with the members of his society gets intense as he obtains greater command over his language and deeper understanding of what goes on

around him. Thus, cognitive development, linguistic development, and socialization in the form of social interaction are things that have this parallel development in the child and also his linguistic systems separate and of course, mix them in legitimate ways when he wishes to ((Gay, 2000)). Psychology of Language learning (80).

On the other hand, vygotsky believed that a child's speech is essentially a result of an interaction with society; in the course of her language development, a child uses two kinds of speech and social, one addressed to herself and the other addressed to the rest of the world. He also noticed that small children not only develop their own socially mediated speech systems but also a fairly complex pre-writing system. Over a period of time, they need to develop a complex verbal repertoire to interact with a multilingual world. Thus, from all the above theories it is important to underline the fact that Piaget and Vygotsky actually worked with children and observed, documented, and analyzed their cognitive development.

First Language Acquisition and Second Language Learning

The product of a subconscious process very similar to the process, children undergo, when they acquire their first language. It requires meaningful interaction in the target language – natural communication – in which speakers concentrate not on the form of their utterances, but on the communicative act. „Learning“ on the other hand, provides conscious knowledge about the target language. It is therefore less important than acquisition for basic communication, but it still plays an important role in language learning.

Acquisition is a subconscious process identical in all important ways to the process, children utilize in acquiring their first language, while learning is a „conscious“ process that results in knowing about languages. (Krashen 1985).

It is also a mystery how children manage to acquire complex linguistic systems at an extremely young age. Many children become fluent users of not just one but two or three languages by the time they are three or four years old. Not only this, but they also know the language they should use in a given context. The evidences from several studies of both first and second language acquisition also imply that typical language occurs only when exposure to the language begins early in life.

The first language is essential for survival, and the second language, if learnt and used well, has always brought power and prestige to its users. Yet people living in multilingual communities have always sought to learn another language for various purposes. In this world there is difference between the child learning or rather acquiring his native language and the adult acquiring a

foreign language. There are several possible variations among what we may call : the mother-tongue i.e. the language of parents (it also happens that the parents belong to different linguistic communities), the local language, the regional language and the national language.

L₁ first language acquisition is genetically triggered at the most critical stage of the child's cognitive development. Its syntactic system-is encapsulated, which means that children are not even aware of developing a complex, rule-governed, hierarchical system, also do not even realize what they are using. Children never resist first language (L₁) acquisition, any more than they resist learning to walk. It is typically acquired at the crucial period of pre-puberty when the life skills are also acquired or learned. Even though minimal input is done during critical pre-pubescent development, all human beings acquire the L₁ of the society or social group they are born into as a natural and essential part of their lives. Even brain-damaged or mentally challenged children usually acquire the full grammatical- code of the language of their society or social group.

Acquiring a language is „picking it up that is developing ability in a language for use in natural and communicative situations, but a variety of factors must affect the native language such as.

(1) The physical environment or the material surroundings of a child have a lot to do with what and how he picks up a language. The dog, the cat, the house and the trees around the house have a lot to do with the way the child learns his first language because he gets truly involved in it.

(2) To a greater extent, social environment also affects the acquisition of a first language, because whether a child grow up with parents or as an orphan makes a world of difference in language. The child whose mother goes out daily to work and the one who is always by the mother's side can acquire the language differently. The mother, the family and the neighborhood are social elements most essential to the natural language growth of the child.

(3) Physical and economic resources affects the L₁ learning process. The language development of a child from an economically backward family has every reason to be hampered in contrast to a child from a well to do family. Economic factors determine the child's overall experience and to a greater extent the feasibility of the parents the language development of the child.

(4) The acquisition of a first language has the most powerful motivations behind it. These are compelling needs which are both internal as well as external.

(a) There are several internal needs which compel the child to learn his first language as quickly and perfectly as he can. Among these internal needs the most compelling ones are the need for food, warmth and Shelter, and also emotional needs such as the needs for

constant care, love and affection.

(b) There are several needs and motivations which are external in nature. Social interaction, fulfillment of the social urges of the child, requires mastery over a language for interaction with members of society. There is also the need for self-expression and creative behavior which raises the human being far above the level of sheer biological organism, requires the mastery of some language for communication. (5) (Psychology of language learning, (NCERT, 2005)).

Second language (L₂) learning means learning the other language after the first language is acquired. Human beings have some in born capacity to acquire and use the highly complex system of human language and speech other than one's own. Language learning is a natural phenomenon and occurs even without intervention.

Researchers report that there is a critical period or optimal age for second language learning which ends around the age of puberty, around 13 years of age. In this period the child's brain is more „plastic“ the adults, so, it is more receptive. Thus, certain aspects of language acquisition especially in the area of pronunciation are facilitated by this plasticity. However, the cognitive argument says that as an adult is superior to a child when it comes to abstract thought. Learning another language involves generalization, discrimination of different and identifying similarities, and mastery of sentence structures.

Cognitive theory is the result of extensive research into the role that mental processing plays in learning. The cognitive view of language acquisition is usually credited to the work of Chomsky (1965) who proposed that language is not learned as a form of behavior, it is acquired as a set of grammatical rules. Chmsky also hypothesized that the use of a Language Acquisition Device (LAD) by the children can enable them to create syntactically appropriate utterances prior to imitation and repetition. But it is also true that the students learn more easily when they can manipulate objects rather than use abstract thought.

.Accordingly to Cummin (1979), knowledge learned in one language transfers to a second language once students have acquired the linguistic skills to express the knowledge and it takes an average of three to five years for English speakers and four to seven for non-English speakers to acquire Cognitive Academic Language Proficiency (CALP). Because of this a second language learner can also use higher order thinking skills, analysis, synthesis, evaluation, generalization, conclusion, formulation etc.

Other cognitive psychologists have also addressed the theory of second language learning. Explicitly affirms the principle that language is processed by the human mind in the same way as other kinds of information. Language proficiency is described with reference to two dimensions

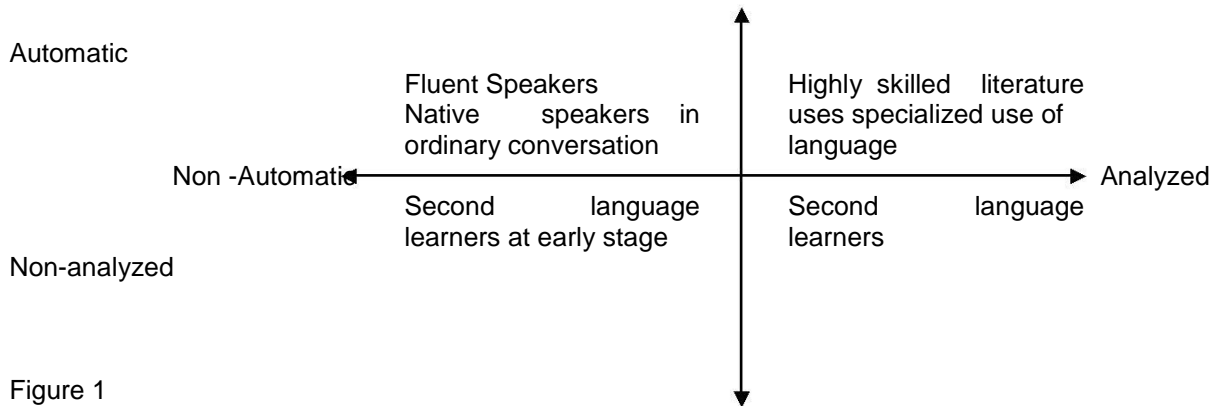


Figure 1

an analyzed factor and an automatic factor.

Bialystock's two dimensional language proficiency model is like this – Figure 1

Edutrack article, January Swain (1977) proposes a four part model of second language learning-

- (1) Input factors refers to input to the learning process or situation and includes both linguistic and extra linguistic variables.
- (2) Learner factor refers to the contribution of learner variables (age, attitude, motivation, etc.) to the learning process.
- (3) Learning factors refers to strategies and processes used by the learner to learn elements of the target language-generalization, imitation, transfer, analogy, inference and so forth.
- (4) Learned factors refers to the particular feature of the target language being acquired by the learner (question forms, auxiliaries, negatives, phonology etc.)

Thus, the major source of theoretical issues in second language classroom learning is concerned with the nature of instruction that results from different learning situations. Most broadly, second language instruction occurs in two contexts. One foreign language context, relevant to some of the second language learners, where the learner acquires the second language when there is a natural use of the language in the surroundings, and in the second type of situation the second language is not only the content of instruction but the medium of instruction.

Bilingualism and Monolingualism

Child to express their feelings, ideas and wishes in a socially accepted manner. Language is the medium through which the child acquires the cultural, moral and other values in society. A child may acquire social identify from it and within its framework, develop one's our

personal identify also. The effects over age of language exposure are approximately linear through childhood with a flattening of the function in adulthood. Though our command of language shows little progress in some are such as in vocabulary, but the language learning continues through out our life span. There are various ways in which this may happen, and the transition between L1 and L2 / L2 and L3 languages are incremental. A child may expose to two or even more languages right from the beginning of his/her life. In such cases, the child is called to be a bilingual and in some cases who have the ability of using only one language in wide spread area is known as monolingual. In debating monolingualism, Auerbach (1993) raised a number of important issues that monolingual (L1) usage „validates the learners“ lived experiences and allows for language learning to become a means of communicating ideas rather than an end in itself: Most recently, cumonins (2009) also sounded the call for seriously considering pedagogical strategies which incorporate students L1 in the classroom. Thus, monolingualism needs to be re-examined in terms of its effect in helping learners develop positive attitudes towards L2, motivating them and providing them with the basis necessary to build solid foundations.(6)

Bilingualism is a socio-linguistic phenomenon that has received much scholarly attention, not only because of its importance in communications but also because of political and demographic considerations. People use the term „bilingualism“ in different ways. For some, it means an equal ability to communicate in two languages. For others, it simply means the ability to communicate in two languages, but with greater skills in one language. Infact, it is more common for bilingual people even those who have been bilingual since birth, to be somewhat „dominant“ in one language.

Bloom field defines bilingualism as “a native-like control of two languages”. Diebold gives a minimal definition when he uses the term “incipient bilingualism” to mean “the initial stages of contact between two languages”.

In some cases, people are „multilingual“ who is fluent in three or more languages. Weinreich (1953) proposed that there were three types of bilingualism depending on the way in which the two languages are learned. These are –

- (a) Compound bilingualism.
- (b) Co-ordinate bilingualism
- (c) Subordinate bilingualism.

Compound bilingualism is the type of bilingualism whose totally integrated arrangement could only arise when equal prominence was given to each language in childhood. Here, the person learns the languages in the same context where they are used concurrently, so that there is a fused representation of the languages in the brain. This is the case when a child is brought up by bilingual parents or those from two different linguistic backgrounds. Such speakers may become “balanced bilingual” and any two language systems using by them, no matter how different they are have some features in common Lamber (1974) says that this likely to occur when learners have a positive view of their own ethnic identity and of the target language culture.

Co-ordinate bilingualism is a types where one person learns the languages in the separate environments and words of the two languages are kept separate with each word having its own specific meaning. Here, the person acquired another language as a second language, adding to their first language and initially develops one system and also can operate the two in parallel. In extreme cases, the use of the second language may involve merely the substitution of second language phonological structures for the first language structures within an other wise unified system that provides for a suitable correspondence of second and meaning.

The case where the second language develops so that it is entirely parasitic on the first language is known as subordinate bilingualism and it arises when one language is learned before another.

So, Bilingual children not only have control over several different languages but they are also accordingly more creative and socially more tolerant. The wide range of linguistic repetitive that they control equips them to negotiate different social situation more efficiently. There is also substantial evidence to show that bilingual children excel in divergent thinking. Such bilingual children are also known to show some of the following dominant traits, which are themselves subject to different interpretations.

Cognitive Flexibility

Bilingual experience offers children certain cognitive flexibility in their task performance, however, this flexibility slums from reliance on the self-regulatory

functions of language, such as code-switching, investigators also believed that the possibility of switching linguistic codes while performing cognitive tasks gave bilingual children an added flexibility that monolingual children did not enjoy. It is also unique in bilingual that they translate forms one language to another language which requires the translator to mentally move from the linguistic representation level of one language to the logical level of world reference.

Code-Switching and Code Mixing

It is considered as one externally important aspect of both cognitive development and social communication. Sometimes called as language switching. It is the common tendency of bilinguals when speaking to other bilinguals to switch from one language to another, often to more appropriate words or phrases even though distinction between borrowing and transfer where the second language influences the first language influences the first language, and substratum transfer where the 1st language influences the second language is not clear.

AS Diat (1983) (1983) says the following in his research :

- (1) Bilingual children are thinking verbally while performing the non-verbal tasks.
- (2) Bilinguals switch from one language to the other while performing these tasks, and
- (3) Bilingual’s habit of switching language while performing these tasks result in improved task performance.

Metalinguistic Awareness

Metalinguistic awareness is defined as an awareness or bringing into explicit consciousness of linguistic form and structure in order to consider how they relate to and produce the underlying meaning of utterances. It is the ability to view and analyse language as a „thing“, language as a „process“ and language as a „system“. Thus, bilingualism can increase the child’s metalinguistic awareness and promote are analytic orientation to linguistic input.

Translation

Since, a bilingual child masters two mutually incomprehensible languages, he becomes a translator. Such children are also consciousness of their linguistic knowledge and can easily transfer from one language to other. The problem with translation is that any translated version must lose something of the author’s original

intent. Especially in poetry, the translation is sometimes said to be a better work than the original and, in such cases one is actually dealing with a new, though derived, work and not just a translation.

Thus, Bilingualism is the state which enhances the degree of metalinguistic awareness i.e. code-switching and translation in children so that they have the advantage of acquiring new language. Not only this they equip the learners with such politeness strategies and powers of presentation that they are able to negotiate all communicative encounters with tolerance and dignity.

English in Indian School Context

In a multilingual and multicultural society in which all the major languages are given the status of national languages, socio-political tungs and pulls may force a nation to accept an exoglosie language as an associate or auxiliary link language : this is one of the functions of English at the national level in India today. It must, however, be added that it is restricted to educated, urban, English based bilinguals.

English with its our phonological, syntactic, morphological and lexico-semantic systems has been functioning in our socio-cultural and socio-linguistic setting for more than two hundred years. Thus, the socio-cultural interactions have generated a new variety of English with its our sub-varieties. Code mixing and code switching have also been used as strategies to present a faithful picture of the linguistic performance of English-based bilinguals. Hindi-English bilingualism has set in motion two processes-Englishification of Hindi and Indianization of English. It is therefore, necessary to recognize the distinctive properties of English in India and promote the stabilization of a pass-Indian standard based on regional literature, radio and TV, all-India news paperes and magazines and teacher-learning interactions in classrooms. This is important because the main objective of teaching English in our situation is not simply to make the learners learn the language skills but to enable them to play their communicative roles effectively and select language/registers/ styles according to the roles they are playing. Thus, there is very reason to promote bilingualism in school curricula and it is also essential to have a holistic perspective on language pedagogy, because it should be seen as resource rather than an obstacle in education.(8)

Second language acquisition, socio-cultural and linguistic aspects of English in India.

Rationale of the Study

In a multilingual set-up like India bilingualism or multilingualism is a natural phenomenon. The skills and

knowledge learned by the child in the mother tongue can be transferred, as the medium of instruction changes, strengthening the child's ability and achievement in other languages. It is also suggested that bilingualism can increase the child's meta-linguistic awareness which is helpful in explaining the execution and transfer of linguistic knowledge across the languages (e.g. code switching and translation among bilinguals). Some studies also suggest that bilingual students have an advantage in learning a new language in comparison to monolinguals (Thomas, 1988, Valencia and Cenoz 1993). Several explanations have been suggested for this advantage of L3 in contrast to (L2) learning. According to Corder (1979), Hao He (2008). Kim Myoyoung (2007), Sikogukira (1993), Thomas (1988) bilinguals leaning a third language have more sensitivity to language as a system, which helps them to perform better in formal learning activities than monolinguals learning a new language for first time.

Various studies such as Cummins and Swain (1986), Gardner and Lambert (1972), Peal and Lambert (19629) have shown that there is highly positive relationship between bilingualism, cognitive flexibility and scholastic achievement. Such bilingual children not only have control over several different languages but they are also more academically creative and socially more tolerant. Thus, the researcher has taken this study in order to compare the linguistic knowledge of two groups to verify whether both of them experience the same level of difficulty in learning English and whether bilinguals do have more sensibility than monolinguals in English.

Statement of the problem

The problem of the study can be stated as "Analogous study of English Linguistic knowledge between monolingual and bilingual sixth grade students".

Objectives

- (i) To compare the English reading ability between monolingual and bilingual sixth grade students.
- (ii) To compare the English grammatical ability between monolingual and bilingual sixth grade students.
- (iii) To compare the English vocabulary ability between monolingual and bilingual sixth grade students.

Hypotheses

- (i) Three exists significant difference in reading ability of monolingual and bilingual sixth grade students.
- (ii) Three exists significant difference in vocabulary of monolingual and bilingual sixth grade students.

(iii) There exists significant difference in grammatical ability monolingual and bilingual sixth grade students.

Methodology

This present study is a comparative type of study used to compare the English linguistic knowledge between monolingual and bilingual sixth grade students. Design of the study, sample, tools and techniques of data analysis has been presented in their section.

Design of Study

As the present study is designed to compare the English linguistic knowledge of sixth grade Hindi native speakers studying in monolingual situation and bilingual situation it demands for descriptive survey type research through quantitative method.

Sample

The total sample comprised of 60 students, out of which 30 monolingual students were selected randomly from class six of Govt. High School, Khargone Distt. and 30 bilingual students were selected from class six of Kanwartara School, Khargone Distt..

Tools

Two types of tools were used here:

- (i) Self-constructed test (items)
- (ii) Interview-schedule for the teacher.

As the study is done in order to compare the English Linguistic Knowledge of sixth grade monolingual students (that is Hindi as their medium of instruction) and sixth grade bilingual students (i.e. English as their medium of instruction), the researcher has conducted a similar type of text in both the situations. The test is mainly made for comparing their ability in English grammar, vocabulary and reading skill. The test items were mainly of multiple-choice type, true and false, comprehension passage, fill in the blanks, arrangement of sentences, etc. After collecting the data of English linguistic knowledge of monolingual and bilingual students, researcher conducted interview of English teachers in both the schools in order to know the socio-economic background of students and also the methods of teaching. The interview was mainly taken to know the factors behind the differences of English linguistic knowledge of both bilinguals and monolinguals.

Statistical analysis

After collection of data the scores were analysed by applying mean, standard deviation and t-test in order to know the significant difference of English linguistic knowledge between the monolingual and bilingual students. Accordingly, interview schedule was qualitatively analysed to know the reasons of differences in between monolingual and bilinguals.

Operational Definition

In many parts of the world it is just a normal requirement of daily living that people speak several languages according to their need.

In this study the researcher is going to compare the English Linguistic knowledge of monolingual and bilingual students. **Monolingual** are those who have the ability to use only one language and such language choices become the part of the social identity.

Whereas **bilingual** are those who have exactly equal ability to communicate in two or more than one language. Thus in this study the monolingual are those students whose medium of instruction is Hindi or they refer to 12 students whose only language is Hindi before they learn English. The bilingual are those whose medium of instruction is English and they refer to L3 students who have mastery in Hindi (their mother tongue) and they are studying Hindi and English simultaneously.

The **linguistic knowledge** is constituted of vocabulary, grammar and reading skill (Raykov, T & Marceouldis, G.A. 2006) because innate language faculty of a child leads to the communicative competency which is the speakers' internalize knowledge of both in grammatical rules of a language and of the vocabulary for appropriate use in social contexts.

Reading skills is the receptive skill which comes before the productive skill i.e. speaking and writing. It is the understanding of cohesions between parts of a text through grammatical rules, recognizing vocabulary and deducing the meaning by recognizing the sentences.

Delimitation

The study is confined to the following :

- (i) Only sixth grade students are taken for this study.
- (ii) Monolingual are confined to Government Hindi medium school of Khargone Distt..
- (iii) Bilingual are confined to Government English medium school of Khargone Distt..
- (iv) The linguistic knowledge is confined to vocabulary, grammar and reading ability.
- (v) The reading ability is to examine the various strategies used by the students in sentence processing.

Table 1. Name of the school, class and number of sample

Name of school	Class	Total no. of students
Govt. High School, Khargone Distt..	VI B	30
KANWARTARA School, Khargone Distt.	VI A	30

Table 2. Selection of items from the following areas

Types of test items	Areas of items	
Reading Ability	Reading comprehension	Identification of sentences
Vocabulary	Antonyms	Synonyms
Grammar	Parts of speech	Forms of verb.

Mostly, reasonable thinking and comprehending the sentence.

Research Design

The present study is a descriptive survey type of research.

Descriptive research generally includes collection of data in order to test the hypothesis or answer the questions concerning to the current status of the study. Basically such type of research is used to assess the competencies of individuals in a particular condition or situation. In the present study also the self-constructed items and interview schedule are used to collect the data to now the English linguistic knowledge of monolingual and bilingual sixth grade students.

As the present study is designed to compare the English linguistic knowledge of Hindi native speakers studying in monolingual situation (Hindi as their medium of instruction) and bilingual situation (English as their medium of instruction), it demands for descriptive survey type research through quantitative method.

Sample of the Study

The researcher has taken all the co-education Hindi medium schools and co-education English medium schools of Khargone Distt. as a population. Then the whole population is divided into two strata on the basis of nature of the schools. After that the sample has randomly selected from one of the schools of each stream. This sample consists of 30 monolingual students selected randomly from class six of Hindi medium school and another 30 bilingual students are also selected randomly from class six of English medium school Table 1.

Tools

Two types of tools were used in the present study –

- (i) Self-constructed test.

- (ii) Interview-schedule for English teacher. Self-constructed test

In order to fulfill the objectives of the study the researcher has prepared test (self-constructed items) to test the English linguistic knowledge i.e. vocabulary, grammar and reading ability of monolingual and bilingual students.

Selection of items

The test items of the present study are made according to the sixth standard of both state Hindi medium board and CBSE English medium board Table 2.

Validity of Construction

In the study the test items are also judged by a panel of experts for content validity.

Construction of items

Order the guidance of supervisor the researcher has constructed 30 items out of which 10 items are from reading comprehension, 10 items from vocabulary and 10 items from grammar Table 3.

Figure within brackets indicates the number of questions and figures outside the bracket indicates marks i.e. 1 x 5 (some mark for each question).

Interview schedule for English teacher

In order to know the reasons of difference between the grammar, vocabulary and reading abilities of both monolingual and bilingual students the interview schedule is used.

In the present study the items of interview-schedule are made according to the need of the study.

Under the guidance of supervisor the researcher has constructed 16 open-ended questions, out of which 10

Table 3. Test items are constructed in the following way (objective test items)

Contents	Arrangement sentences	of True False	and Matching	Multiple choices	Identifying words	underlined	Fill in blanks	the	Total
Reading ability	5(5)	5(5)							10
Vocabulary			5(5)	5(5)					10
Grammar					5(5)		5(5)		10
Total	5	5	5	5	5		5		30

Table 4. The question items are arranged in the following way.

Aspects	Number of items
(1) English teaching learning process.	10
(2) Teaching profession	2
(3) Socio-economic background of students	4
Total=16	

Table 5. Reading ability

Statistical techniques	Monolingual students	Bilingual students
Mean	6.4	8.6
Standard deviation (SD)	2.45	1.81
SE _D	0.55	
t-value	**4.29	
Df	58	

** Significant at 0.01 and 0.05 level on two-tailed test.

are from English teaching learning process, 2 are from teaching profession and 4 are from socio-economic background of students Table 4

Procedure of data collection :

As the study is done in order to compare the English Linguistic knowledge of sixth grade Hindi native speakers studying in monolingual situation (i.e. Hindi as their medium of instruction) and Bilingual situation (i.e. English as their medium of instruction), the researcher has to conduct a similar type of exam in both the situations. The exam is mainly made for comparing their ability in English grammar, vocabulary and reading ability.

In the beginning the researcher has to create a rapport with the principal and teacher of the concerned school and subject. After that she has conducted a test in a particular period in Govt. High school of Khargone Distt. of 30 students of class VI B. After collecting the data and evaluating the copies the researcher felt the need of interviewing the English teacher in order to know the socio-economic background of students and also the methods of teaching English. Then she went for taking interview for some another day.

Likewise, she has randomly selected 30 bilingual

students (i.e. English as their second language and Hindi as their first language) from class VI A, VI B and VI C of KANWARTARA English Medium school with the help of English teacher, named Joshna Jena and conducted the same test in VI A. In the process of her work the researcher has collected the data and also taken the interview of English teacher. After collecting all the data from both the schools the researcher has to go for statistical analysis.

RESULT AND DISCUSSION

Objective

To compare the English reading ability between the monolingual and bilingual sixth grade students.

Hypotheses

There exists significant difference in reading ability of monolingual and bilingual sixth grade students.

T-ratio of English reading ability of sixth grade monolingual and bilingual students, is as follows in Table 5.

The obtained value is greater than the table values that

is. 2.00 and 2.66 at 0.05 level and 0.01 level respectively. With degrees of freedom (df) 58. It indicates that there is significant difference in English reading ability between monolingual and bilingual sixth grade students.

From the mean scores we can conclude that the English reading ability of bilingual students is better than monolingual students.

Discussion of the results

It is observed from the results that the reading ability of bilingual students is better than monolingual students. Now the question arises that why bilingual students are better in reading ability their monolingual students.

As in the present study the reading ability is confined to only reading comprehension and identification of sentences, our result is also confined to it. Here monolingual students are those whose medium of instruction is Hindi. So, they got less scope in reading English rather in English period, because frequency of exposure of second language, because they were studying their other subjects such as, History, Geography, Maths and Science, etc. in English, which also gave them an advantage of reading English.

Another important factor is that the bilingual students were studying English from class one whereas, monolingual students were studying English from class three. Thus, bilinguals were in advantage of learning English for six years of longer period of exposure than monolinguals who had only three years of exposure. Some studies such as, Klesmer, 1994, Collier, 1987 and Curmmins 1981 also reported that an average of at least 5 years was required for second language learners to attain grade norms in academic aspects of English proficiency. Thus, monolingual are in learning stage and as soon as they pass the threshold on linguistic ability, they should be able to pass that strategy on English learning.

Despite of this the bilingual were also getting an opportunity of reading newspapers, magazine, comics and cartoon articles in library periods of school and also at home whereas the monolingual were not exposed to such reading materials.

2. Objective II

To compare the English vocabulary between monolingual and bilingual sixth grade students.

Hypotheses II

There exists significant difference in vocabulary of monolingual and bilingual sixth grade students.

t-ratio of English vocabulary of sixth grade monolingual and bilingual students is as follows Table 8

The obtained value is greater than the table values that is

2.00 and 2.66 at 0.05 level and 0.01 level respectively, with degrees of freedom 58. It indicates that there is significant difference in English vocabulary between monolingual and bilingual sixth grade students.

From the mean scores we can conclude that the English vocabulary of bilingual students is better than monolingual students.

Discussion of the results

It is observed from the results that the English vocabulary of bilingual students is better than monolingual students. Now the question arises that why bilingual students are better in vocabulary than monolingual students.

As we know that the good reading skill leads to good stock of vocabulary. So, bilinguals had good stock of vocabulary than monolinguals. In a bilingual situation the students were in habit of reading more and more English books such as non-detailed study, read for pleasure book and main course book, etc. which was lacking in monolingual situations.

Despite of this in bilingual situation the students were studying other subjects such as social studies, maths and sciences, etc. in English, whereas monolinguals were studying in Hindi. We also observed that a wide range of learners, locations and classes would after the condition of exposure to the bilinguals that they acquire more than a smattering of vocabulary items with which again they pepper their speech in mother tongue.

Moreover bilinguals were raised in an environment around the urban centers that were relatively more open to the outside world. Whereas, most of the monolingual were staying in rural areas, because the multilingual situations were also very conducive to second language acquisition.

Objective III

To compare the English grammatical ability between monolingual and bilingual sixth grade students.

Hypotheses III

There exists significant difference in grammatical ability of monolingual and bilingual sixth grade students.

t-ratio of English grammatical ability of sixth grade monolingual and bilingual students is as follows Table 6.

The obtained value is greater than the table values i.e.

2.00 and 2.66 at 0.05 level and 0.01 level respectively,

with degrees of freedom 58. It indicates that there is

significant difference in English grammatical ability between monolingual and bilingual sixth grade students.

From the mean scores we can conclude that the English grammatical ability of bilingual students is better than

Table 6. Grammatical ability

<u>Statistical techniques</u>	<u>Monolingual students</u>	<u>Bilingual students</u>
Mean	3.6	5.2
SD	2.02	2.15
SE _D	0.53	
t-value	**2.84	
df	58	

** Significant at 0.01 and 0.05 level on two-tailed test.

Table 7. Grammatical ability

<u>Statistical techniques</u>	<u>Monolingual students</u>	<u>Bilingual students</u>
Mean	12.3	17.66
SD	4.05	4.17
SE _D	1.06	
t-value	**5.05	
Df	58	

** Significant at 0.01 and 0.05 level on two-tailed test.

Table 8. Vocabulary

<u>Statistical techniques</u>	<u>Monolingual students</u>	<u>Bilingual students</u>
Mean	2.3	5.2
SD	1.13	2.15
SE _D	0.44	
t-value	**6.59	
Df	58	

** Significant at 0.01 and 0.05 level on two-tailed test.

monolingual students.

DISCUSSION OF THE RESULTS

From the mean scores of English grammatical ability of both monolingual and bilingual students. We found that there was no such substantial difference in between the two groups. It means that both of them had almost equal ability in English grammar though the bilinguals were studying English for six years and monolinguals for three years. We can understand this language acquisition theory through the Chornskian theory of "Innate language faculty". According to him the persons who were good learners of their first language, would also learn well the second language, because the ability of first language is passed to the ability of second language. Actually, the capacity to acquire the first language was universally found among all the human beings, but it was also related to their capacity to learn a language other than their own.

The students of monolingual situation were much competent in their first language than the students who

were studying in bilingual situation, because they were learning their first language at home as well as at school whereas, the bilinguals got less scope to learn their first language. Thus, the proficiency of first language of monolinguals would transfer to their second language. But in this present study bilinguals show good performance in grammar than monolinguals, because they were in practice of more reading texts and also written exercises in the class hours, which was again a valuable means of gaining command over their new language items.

Overall performance in English linguistic knowledge

t-ratio of English grammatical knowledge of sixth grade monolingual and bilingual students is as follows Table 7. The obtained value is greater than the table value that is 2.00 and 2.66 at 0.05 level and 0.01 level respectively with degrees of freedom 58. It indicates that there is significant difference in English linguistic knowledge between monolingual and bilingual sixth grade students. From the mean scores we can conclude that the English

linguistic knowledge of bilingual students is better than monolingual students.

Discussion of the results

From the present study we found that there is significant difference in English linguistic knowledge of both the groups. The bilinguals show better performance in vocabulary, grammar and reading ability than monolinguals. But the analogous analysis of relationship between monolingual and bilingual students in linguistic knowledge shows that there is significant difference between two groups in vocabulary, and reading ability, however there is no substantial difference in grammatical ability between two groups. It was because the bilinguals have advantage over monolinguals in many ways, such as, they started learning English earlier, they were raised in an environment that are relatively more open to the outside world and also English as their medium of instruction. But monolinguals have an advantage of good understanding in their first language which again helps them in using the grammatical rules in their second language.

Interview-schedule for teachers

In the present study an interview schedule was used in order to know the factors behind the differences of English linguistic knowledge of both monolinguals and bilingual sixth grade students. It was for interviewing English teachers of both the schools, such as Joshna Jena of KANWARTARA School and Pranati Dash of Govt. high school, Vani Vihar. The questions of the interview schedule were made by taking into account the need of the study. Mostly the questions were constructed to know the English teaching learning process to be followed in school, about the teaching career and profession of teacher and also about the socio-economic background of students.

After analyzing the results according to the hypotheses of the study the researcher got that bilingual students show better performance in all the three linguistic aspects of English i.e. grammars, vocabulary and reading ability than monolingual. The result of the study indicates that the componential model (questions made for knowing all the 3 skills) of English linguistic knowledge is valid for both monolingual and bilingual learners. But the analogues analysis of the result show significant difference between monolingual and bilingual students on vocabulary and reading ability, however it is minor in grammar. It was because of several factors that bilinguals had advantage over monolinguals. Thus, from the teacher's response the researcher got certain factors of better performance of bilinguals and low performance of

monolinguals in English.

Discussion on the responses

Age-Linguistic factor :

As we know that the earlier people expose to a foreign language, the earlier they master the language and also developed a better linguistic skill in that language. Thus, bilinguals were in advantage of learning English from class one or even from nursery classes or from the age of puberty. They had received an average of 6 or more than 6 years of education in EFL (English as Foreign Language) where as monolinguals started learning English from class three only, and had an average of 3 and half years of Education in EFL.

Actually puberty is the time when human brain takes a „set“ in the „language center“ having the best capability of memorizing and processing the language details, and the flexibility and effectiveness of the language functionality also losses after then (Jorge Chavez, 2002).

Not only this bilinguals had an advantage of learning third language, such as Hindi with English, and with equal competence, which again improves their met linguistic awareness and made them more sociable and academically creative whereas, monolinguals would not get such opportunity.

English-teaching factor :

Though in Indian context English is considered as foreign language, people are using it by modifying or Indian zing it according to their need so, learning of English for non-native speakers is a typical work and mostly depend on its teacher, teaching environment and ways of teaching strategies.

Thus in the study monolingual students used to speak in their mother tongue/first languages (Hindi) and teachers also, whereas, in bilingual situation teacher usually preferred English and also faced the students to talk in English.

According to the response of English medium teacher- „She used to talk in English period and also allowed the students to give response in English. But in certain cases for slow learners she was using bilingual method of teaching“.

According to the response of Hindi medium teacher- „She used to talk in Hindi and mostly used bilingual method in class and also had a thought that the Hindi medium students are not capable enough of such English medium students.“Here in the monolingual situation we found that the faculty measures of teaching English of Hindi medium schools and incapacity of language teacher was mostly responsible for the low performance

of students in English. We also got that the English teacher was not only the English teacher of class VI rather she was teaching Math and science of class VII. Despite of this, suitable classroom tasks and reading materials were also not properly given to the students, whereas, in bilingual situation the students had a practice of several tasks, assignments and projects of English. Such bilingual students were also engaged in several debate, word games, essay writing and newspaper reading activities by the teacher. In this bilingual situation the teacher was also trained for English teaching and anxious for using various new methods of teaching English.

Psycholinguistic Factor

Due to cultural and environmental difference monolingual students faced several barriers in learning English whereas, the environmental again helped bilinguals in learning English.

Bilinguals were raised in an environment that were relatively more open to the outside world and also brought up in urban centers. Thus, they had less confusions and conflicts in learning English and also had more opportunity to make comparisons about the English structure and characteristics. Whereas, monolingual students grew up in rural area and their environment and culture was also relatively obdurate. Such students were also self-contradictory, complicated and therefore tend to be shy in discussing with opposite sex. Whereas, bilinguals were overwhelmed and challenged by modernism in their culture, mentality and life.

Socio-linguistic factor

The social and environmental factors of family and society are also an important reason of affecting learning process. Which again determined one's way of thinking and learning? In the study most of the monolingual students were coming from such families where parents were employed and also not aware of their child's learning. Whereas, the social status of bilingual students could change their way of thinking and processing.

According to the response of Hindi medium teacher- "Sometimes students were coming to the class with empty stomach and had also not able to pay fees of the school. Like wise their parents were also not aware of their studies and sometimes some parents were very much anxious of their child's studies".

According to the response of English medium teacher- "the parents were in good profession and also some of them were RIE faculties, but the necessary thinking was that the school environment and multicultural and multilingual peer grouping would boost the child to think

in a different way and also helped him in learning English.

Interpretation of results

After getting results and responses from the English teachers and analyzing, it the researcher got that, there exist significant difference in English vocabulary and reading ability between the monolingual and bilingual students, whereas less difference in grammatical ability. It means that bilinguals performed well in reading comprehension and vocabulary than monolinguals, because they were enough intelligent in making logical judgment of the sentences in their reading ability and also had several advantages over monolingual such as, they started learning English earlier, they were raised in urban centers which was more open to the outside world, and had less confusions and conflicts in learning English because of the better teaching learning strategies followed in schools. But monolinguals faced several learning barriers caused by social, psychological, age and teaching-learning factors.

The result of this study supported by a number of studies, such as, Hao, He (2008); Sikogukira (1993); Valencia and Cenoz (1993); Thomas (1988), and Corder (1979) have been suggested that bilinguals learning a third language have more sensitivity to language as a system, which helps them to perform better in formal language learning activities than monolinguals learning a new language for the first time. Furthermore, the studies such as, Acoopmans; Quene and Velde (2004); Garcia, Majo (2003) and Munoz, C (2000) also supported that length of exposure to the foreign language seems to have a positive effect than earlier exposure and the development of bilingual lexicon also strongly depends on the type of grammatical knowledge which is acquired with the degree of lexical conditioning.

Findings of the Study

After analysis and interpretation of the data, the researcher has come to the conclusion with the following findings:

1. There exists significant difference in reading ability of monolingual and bilingual 6th grade students and bilinguals show better performance than monolinguals. ($M_M=6.4$ and $M_B=8.6$, $t\text{-value}=4.29$, which is significant at 0.01 and 0.05 level at degrees of freedom 58).
2. There exists significant difference in vocabulary of monolingual and bilingual sixth grade students and bilinguals show better performance than monolinguals. ($M_M=2.3$ and $M_B=5.2$, $t\text{-value}=0.01$ and 0.05 level at degrees of freedom 58).
3. There exists significant difference in grammatical ability between monolingual and bilingual sixth grade

students and bilinguals show better performance than monolinguals. ($M_M=3.6$ and $M_B=5.2$, $t\text{-value}=2.84$, which is significant at 0.01 and 0.05 level at degrees of freedom 58).

Here, M_M =Mean of monolinguals

M_B =Mean of bilinguals

Factors of getting advantage by the bilinguals

1. Age-factor :

More duration of exposure of second language (L_2)

2. Psychological factor :

- Brought up in urban centers which is more open to the outside world.
- The prone to be more sensitive to English, because of school environment.
- More peer group interaction irrespective of gender.

3. Teaching factor :

- Better teaching strategies followed by the teacher.
- Teacher was specially trained for the particular subject.
- More reading materials and practice texts were available to the students.

4. Social factor :

They were from well to do family where most of the parents were well educated and paying attention to their children.

Whereas, monolinguals had faced several barriers caused by age, social, psychological and teaching factors. But despite of that the result shows that there is less mean difference in grammatical ability of monolinguals and bilinguals than the reading ability and vocabulary, because the monolinguals were more competent in their first language than bilinguals which helps in transfer of their innate grammatical ability to second language i.e. English. (according to Chomsky's Universal Grammar theory).

Educational implications

The present study is relevant to educational field in the following ways:

1. As language is the central to all learning process, we can say that all teaching is also a way of learning language. So, there is a need to appreciate the fact that the language learning is not only confined to language

classroom rather the science, social science and mathematics class is also a language class, because it gives ample opportunity to the learners to speak and when they speak, a lot of language learning takes place. Thus, all possible efforts should be made by curriculum designers, textbook writers, and teacher trainees to build network across different subjects and languages in order to enhance levels of language proficiency.

2. Possible efforts should be made to build bridges between the languages of home, peer group, and neighbourhood, on the one hand, and the languages of the school, on the other.

3. Mother tongue or regional language should continue to be taught unfill all levels because high levels of proficiency in it ensure better cognitive growth, faster healthier interpersonal communication skills, and promote conceptual clarity.

4. The medium of instruction at the level of primary school must be the mother-tongue of learners for building up of rich experimental, linguistic, and cognitive resources that they bring to schools and English should be introduced at the post-primary stage, but for the first couple of years it should focus largely on oral skills, simple lexical items, or some day-to-day conversation.

5. It is essential to have a holistic perspective on language pedagogy. Texts involving the use of language in a variety of contexts should constitute the basis of teaching.

6. There is a need to locate language education programmes in multilingual prospective, because it sensitizes the child to the cultural and linguistic diversity around his/her and encourages them to use it as a resource for their development. Moreover, these languages are repositories of rich cultural traditions and knowledge system and every effort needs to be made to keep them active. (According to position paper of the National Focus Group and also NCF 2005).

7. Flexibility in implementation of languages in schools by decentralizing language in education policy at both the intra and interstate levels.

CONCLUSION

Language is a social phenomenon and a child learning language, learns not just the rules of the linguistic structure but learns them with reference to the social context. So, in a multilingual set-up contextualize language instruction for young learner must follow the principle of child-centered pedagogy. Within which their views, voices and experiences are given primary and also their active participation is encouraged. Teaching grammar and vocabulary (i.e. giving examples from the home language of the learners) in isolation will not yield the desired result and learning will take place in a fragmented manner whereas, we need to have a holistic prospective on language learning (NCF 2005).

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