

BILINGUALISM IN FOREIGN LANGUAGE EDUCATION: INNOVATIONS IN TEACHING METHODS, IMPLEMENTATION BARRIERS, AND THE PATH TOWARD INCLUSIVE MULTILINGUAL CLASSROOM

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Annotation. This article explores the significance of bilingual education and its cognitive and social benefits. It highlights the prevalence of bilingualism globally, with over half of the world's population speaking more than one language, and addresses the challenges faced by countries like the USA and Canada in implementing bilingual programs. The research underscores that bilingualism offers cognitive advantages, including improved brain function in old age. The article examines the role of schools in fostering bilingualism, particularly through bilingual education programs that aim to develop both language skills and literacy in multiple languages. It also discusses the hurdles faced in creating effective bilingual curricula, such as teacher shortages, resource limitations, and political and legal barriers. The lack of qualified bilingual teachers and culturally relevant educational materials are identified as major obstacles, especially in countries like the US and China. Despite these challenges, the article emphasizes the long-term benefits of bilingual education and the need for more accessible resources and teacher training to make bilingual programs more effective and widespread.

Keywords: bilingual education, cognitive benefits, bilingualism, language acquisition, bilingual teachers, curriculum development, multilingualism, language proficiency, bilingual literacy, educational challenges, teacher shortages, cultural resources, bilingual programs, global education, language teaching policies.

Annotatsiya. Ushbu maqolada ikki tilli ta'limning ahamiyati hamda uning kognitiv (aql-zakovat bilan bog'liq) va ijtimoiy foydalari haqida so'z boradi. Maqolada dunyo bo'yicha aholining yarmidan ko'pi ikki yoki undan ortiq tilni bilishi qayd etilib, AQSh va Kanada kabi mamlakatlarda ikki tilli ta'lim dasturlarini joriy etishdagi muammolar ham yoritilgan. Tadqiqotlar shuni ko'rsatadiki, ikki tillilik inson miyasi faoliyatiga ijobiy ta'sir ko'rsatadi, xususan, qarilik davrida aqliy salohiyatning yaxshi saqlanishiga yordam beradi. Maqolada maktablarning ikki tillilikni rivojlantirishdagi roli, xususan, bir nechta tilda nafaqat so'zlash, balki savodxonlikni ham rivojlantiruvchi ikki tilli ta'lim dasturlari orqali bu maqsadga erishish yo'llari tahlil qilinadi. Shu bilan birga, samarali ikki tilli o'quv dasturlarini yaratishdagi muammolar – malakali o'qituvchilar yetishmasligi, resurslar tanqisligi, siyosiy va huquqiy to'siqlar kabi omillar muhokama qilinadi. Xususan, AQSh va Xitoyda malakali

ikki tilli o'qituvchilarning va madaniy jihatdan mos ta'lim materiallarining yetishmasligi asosiy to'siqlardan biri sifatida ko'rsatilgan. Shunga qaramay, maqolada ikki tilli ta'limning uzoq muddatli ijobiy samarasiga urg'u berilib, bu sohani kengaytirish uchun ko'proq resurslar va o'qituvchilarni tayyorlash zarurligi ta'kidlanadi.

Kalit so'zlar: ikki tilli ta'lim, kognitiv foydalar, ikki tillilik, til o'zlashtirish, ikki tilli o'qituvchilar, o'quv dasturini ishlab chiqish, ko'p tillilik, til bo'yicha bilim darajasi, ikki tilli savodxonlik, ta'limdagi muammolar, o'qituvchi tanqisligi, madaniy resurslar, ikki tilli dasturlar, global ta'lim, til o'qitish siyosati.

Introduction

More than half of the world population is bilingual. One fifth population speaking in two languages in the USA ,but in CANADA bilingualism and multilingualism are less than norm. Speaking in 2 two languages are additional benefits in terms of extra brain training. This extra brain training effects to health at old age. Since many kids attend school for approximately 15,000 hours a year, there is a significant chance that bilingualism and biliteracy may develop. Such bilingualism is produced by bilingual and multilingual schooling in various nations (such as Canada, Scandinavia, and South Africa). This chapter's goal is to examine how bilingual education helps kids learn to speak two languages in the classroom. It begins by looking at what "bilingual education" means and the many types of dual language instruction. The term "bilingual education" is vague and general. It is ascribed to the fact that numerous schools either teach bilingualism or just instruct bilingual pupils. The term "bilingual education" refers to both schools that assist children in becoming bilingual and biliterate as well as those where students swiftly transition from minority to majority language dominance. The phrase "bilingual education" refers to situations in which a second language is used for content teaching rather than when a person is taught it in a classroom. Therefore, teaching English as a foreign language (TESOL/TEFL) and second language instruction (such as French in the US and the UK) would not be considered bilingual education. However, although some children acquire bilin-gual through second language classes, this chapter believes that children best become bilingual at school via 'strong' kinds of bilingual education.

Methods

A number of topics related to multilingual acquisition have been methodically examined in more recent research. Carrow (1971, 1972) limited her research to young bilingual Mexican-American children in the Southwest and their receptive domain. The Auditory Test for Language Comprehension was given to children aged ten months to six years and nine months who came from bilingual Spanish-English homes. This exam comprises of a number of

images that reflect referential categories that can be indicated by words, grammatical categories, morphological constructs, and syntactic devices. The morphological ends, prepositions, verbs, adjectives, adverbs, nouns, pronouns, interrogatives, and syntactic complexity in both languages are among them. Bilinguals' comprehension of this test in Spanish and English was compared (Carrow 1971): (1) Children's language proficiency varies greatly; some performed better in one language than another, while others were equal in both; (2) a larger percentage of kids performed better in English than in Spanish; and (3) older kids performed better in both languages on these tests. This was true even if youngsters enrolled in educational programs did not get instruction in Spanish. Carrow (1972) documented a good developmental tendency for both Spanish and English in bilingual children in a cross-sectional study of English comprehension between monolingual English and bilingual Spanish-English children (ages 3 years, 19 months to 6 years, 9 months). Furthermore, bilingual kids often performed worse on English tests between the ages of three, ten months, and five than monolingual kids. 6 years, 9 months; however, there was no discernible difference between bilingual and monolingual individuals on these same English tests for the last age comparison group (6 years, 9 months). According to these combined findings, Spanish-English bilingual children were (a) improving (becoming more proficient) in both Spanish and English at the receptive level; (b) diverse as a group, with the majority preferring one language (usually English) over another; and (c) "lagging" behind monolingual children in their English acquisition at an early age (4-5), but eventually "catching up" at a later age (6-7). Because the population of these research was limited to one regional area, they only examined the receptive level, and they employed certain "test" methodologies. The lack of competent bilingual teachers is a major obstacle in bilingual education. Being proficient in two languages does not guarantee that one can instruct in both. Teachers need to be quite knowledgeable in both languages, particularly their syntax, grammatical structures, and cultural backgrounds. This deficit has been recognised as a significant obstacle to the implementation of successful bilingual education initiatives in China. Similar to this, the development of bilingual education in Indonesia is hampered by a shortage of trained educators who can instruct students in both languages. The shortage in the US is made worse by logistical and financial obstacles that keep multilingual people from obtaining teaching certifications. The expense of schooling, unpaid student teaching requirements, and licensing exams that might not be accessible to non-native English speakers are some of the difficulties.

It is difficult to create a curriculum that successfully combines the two languages. In order to guarantee that students are exposed to both languages equally, the curriculum must encourage balanced language use. In order to successfully integrate both languages into academic content, developing such a curriculum in China necessitates careful planning.

Curriculum development in Indonesia is made more difficult by a lack of resources, such as textbooks and teaching aids in both languages.

Furthermore, the implementation of successful bilingual curricula in the US is hampered by the dearth of culturally appropriate resources. In order to help students develop a deeper appreciation and understanding of both languages, teachers frequently find it difficult to locate resources that reflect these cultural aspects.

Legal and policy issues frequently impede the adoption of bilingual education. There is a lack of bilingual teachers and restricted access to bilingual education programs in the US as a result of political movements favouring English-only education. A vicious cycle is created by this shortage, whereby a lack of opportunities for bilingual education results in a shortage of qualified bilingual teachers.

Due to a lack of incentives and certification programs for bilingual teachers, districts in New York struggle to find educators to fill necessary roles, even though state and federal laws require language services for students learning English. In districts with a large population of English language learners, this shortage is especially severe.

Conclusion

Bilingual education offers significant cognitive and social benefits, fostering both language proficiency and academic success. Despite its advantages, challenges such as teacher shortages, inadequate resources, and political barriers hinder its widespread implementation. Addressing these obstacles is crucial to developing effective bilingual programs that can provide long-term benefits to students. By investing in teacher training, creating balanced curricula, and overcoming legal and logistical issues, we can ensure that bilingual education reaches its full potential and supports students in becoming proficient in multiple languages.

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