

# Bilingual Education in TESOL Context Related to 3 Research Journals and 2 Research Aspects

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**Abstract:** Bilingual education has been an educational option in many countries for over 50 years but it remains controversial especially in terms of its appropriateness for all children. The present review examines research evaluating the outcomes of bilingual education for language and literacy levels, academic achievement and suitability for children with special challenges. The focus on early education and the emphasis is on American contexts. Special attention is paid to factors such as socioeconomic status that are often confounded with the outcomes of bilingual education. The conclusion is that there is no evidence for harmful effects of bilingual education and much evidence for net benefits in many domains.

**Keywords:** Bilingual education; Language proficiency; Academic achievement; Specific language impairment; Socio-economic status

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## 1. Introduction

In line with the assignment requirements for this course, the researcher is required to focus on a specific topic and use the topic to generate three latest research journals which will be utilized in evaluating two research aspects. The research topic to be used in conducting this study is 'Bilingual Education' which is in line with the unit LPCM. The two research aspects to be evaluated in this research study will be methods of data collection and methods of data analysis. The three research journals to be utilized in this research study will be 'Bilingual Education for Young children: Review of the Effects and Consequences' by <sup>[1]</sup>, 'Factors Influencing the Effectiveness of Bilingual Educational Programs: The Prospects of Pilot Programs in Georgia' by <sup>[3]</sup> and 'Impact of Bilingual Education on Student Achievement' by <sup>[2]</sup>. In this evaluation essay, the researcher will evaluate each research article individually.

## 2. 'Bilingual Education for Young Children: Review of the Effects and Consequences' by Bialystok (2018)

### Data Collection

The research design employed by the study is systematic review research design. Systematic review research

design entails evaluating past research studies with the objective of answering the set research questions and realizing research objectives based on past studies. As a result, systematic review research design utilizes secondary data from past studies related to the research question under analysis. The appropriateness of systematic review research design as a research design in conducting this study is attributed to the nature and scope of this research design. The study sought to evaluate the effects and consequences of bilingual education on young children. In order to conduct studies on effects and consequences of bilingual education, there was need to collect data from young children. Since English is a global language, the scope of the research was global. However, due to limitations in time and resources, systematic review emerged as the most appropriate design in bridging limitations of time and resources. This is because through systematic review, the study was able to evaluate findings from past studies all over the world pertaining to the effects and consequences of bilingual education for young children. As a result of using systematic review as a research design, the data collection process was in form of studies' summaries. The objective of these summaries was to highlight the effects and consequences of bilingual education on young children. As a result, the summaries entailed the research questions, research

methodologies, research findings and the contributions of these findings to Bialystok's research question. These summaries were categorized based on different categories related to effects and consequences of bilingual education in young children. These categories included literacy and language development, other cognitive and academic development and the question pertaining to bilingual education's suitability to individuals from other ages. Under each of these categories, the study listed the findings of relative studies initially conducted that were relative to the subtopics and sought to provide evidence to be used in answering the research question. This was effective in ensuring the various research objectives were objectively realized and exhaustively answered. These summaries in the various categories were arranged in ascending order from the oldest to the latest in each category in line with the objective of enhancing timeliness in responding to the research questions.

### **Data Analysis**

Thematic analysis appropriateness as a data analysis technique in this research is attributed to the qualitative nature of this study as well as ease and convenience of use in analyzing data. Thematic analysis as a qualitative data analysis method works by identifying patterns in the data set and aligning the data to generate themes. In this research essay, three distinctive themes have been identified to serve as research foundations in conducting the study. These three themes are the development of language and literacy in bilingual education, academic and cognitive developments and the evaluation of bilingual education for young children. Naturally, thematic analysis is made up of four key phases as listed below.

The first phase of thematic analysis is the identification of research objectives to be realized from the analysis. At this stage, the researcher is expected to focus on the research issue at hand by conducting an analysis of the relationship between the research question and the research objectives. This stage aids in determining the appropriate type of data to be utilized in the study. In this study, the effects and consequences of bilingual education in young children were in the forms of language development, literacy development and cognitive development.

The second phase of thematic analysis entails classification of data into categories with the aim of developing a data classification framework known as data coding. Through the process of data coding, the researcher is able to identify patterns and themes comprised of concepts and ideas that are assigned indexes to be used in solving the research study. In this study, the various themes that were

identified and indexed included development of language and literacy in bilingual education, academic and cognitive developments and the evaluation of bilingual education for young children.

The third phase of thematic analysis entails establishing connections between the themes and the research question from the collected data. Through these connections, explanations for various phenomena from the study are provided. In this study, the third phase has enabled the researcher to explain how bilingual education in young children promotes language and literacy development, cognitive development and academic development.

The fourth and final phase of thematic analysis is inferring the explanations from the third phase in responding to the research question. This is realized in the form of a conclusion that sums of the study's findings and either accepts or rejects the study's hypothesis. In this study, these have been realized in the form of conclusions after each chapter.

### **3. Adaptations of Systematic Review and Thematic Analysis in a Context that Entails Teaching and Learning**

Unknown phenomena such as the efficiency of specific teaching and learning techniques are better addressed using systematic review research design which will influence the data collection process into secondary data. Since English is a global language, the scope of the research should be global and inclusive of English variants such as inner circle, outer circle and expanding circle. In this case, findings from past studies on specific teaching techniques and efficiency on the learner will be reviewed in responding to the research question. Since the findings will be qualitative in nature, they will be evaluated using thematic analysis as a qualitative data analysis technique in answering the research question.

### **4. 'Impact of Bilingual Education on Student Achievement' by Chin (2015)**

#### **Data Collection**

In order to collect information about the impact of bilingual education on Student Achievement, this research study by Chin used case study research design in evaluating the findings. Case study research design is an in-depth investigation into a group using a variety of sources then using the findings from the case study in drawing comparisons, evaluations, explanations and understandings relating to different aspects of a research question. In this study, the researcher collected information pertaining to the performance of elementary and secondary school

students both within and outside the US with the aim of understanding how bilingual education affected student achievement with a key focus on English language proficiency and mathematics. Through case study research design, the researcher was able to collect quantitative data pertaining to student achievement from both elementary and secondary schools in the US and outside the US. The data related to how students performed in two key subjects namely Mathematics and English as measures of student achievement. The target of the research study was top six states in the US, all states in the US and other states outside the US. In order to achieve this, the study used stratified sampling in data collection.

### **Data Analysis**

In evaluating this study's findings in answering the research question at hand, this study made use of inferential and descriptive statistical analysis techniques. The role of inferential and descriptive statistics in the study was determination of the relationship between two variables by determining the influence of change in one variable affects the other. Descriptive statistics are made up of mean, frequencies and percentages which are utilized in establishing a phenomenon's statistical presence. Inferential statistics are the utilization of statistical tests in determining the relationship between two or more variables. Apart from establishing the relationship between an intervention and an outcome, inferential analysis is also utilized in establishing the strength of the relationship between an intervention and an outcome. In this study, descriptive statistics have been used to classify the data by establishing the mean and percentage of the data. For visibility in analysis, this data has been plotted into a graph on a comparative basis on the bases of years and strata. Inferential statistics has been utilized in this study to determine the relationship between student achievements and the years. The years between 1995 and 2000 lacked bilingual education while the years after 2000 were characterized by bilingual education. Inferential statistics were therefore used to evaluate the relationship between bilingual and non-bilingual education and student's achievement. A regression analysis of student performance in the two subjects English and Mathematics between the two periods pre 2000 and post 2000 served as a regression between student achievement and monolingual and bilingual learning.

### **5. Adaptations of Stratified Sampling and Descriptive and Inferential Analysis into a Teaching and Learning Context**

The two research aspects used in this study namely

data collection and data analysis could be adapted in a teaching and learning context to research on quantitative data that is detailed. An evaluation of phenomena which uses detailed quantitative information such as the impact of classroom management strategies on the performance of students in a bilingual class would apply the above listed research aspects. Stratified sampling will be utilized in the teaching context to separate students into different strata based on their first languages such as French, Spanish, Chinese and Africans which form the outer circle and expanding circle. The performance of students before and after the application of classroom management strategies from the different strata will enable the teacher to determine how different students respond to the reaching strategies. The use of descriptive and inferential analysis in the analysis will be effective in classifying the data as well as establishing the relationship between the classroom management strategy and student performance.

### **6. 'Factors Influencing the Effectiveness of Bilingual Educational Programs: The Prospects of Pilot Programs in Georgia' by Tabadze (2015)**

#### **Data Collection**

In order to identify the factors influencing bilingual educational programs effectiveness basing on the prospects of pilot programs in Georgia, this research study used a mixed methods research design in conducting the study. The mixed methods research design was made up of document content analysis and survey. Since the study was in two parts namely factors influencing bilingual educational programs effectiveness and pilot programs prospects in Georgia, document content analysis was utilized in the first part of the study while the survey was used in the second part. Document content analysis entailed use of secondary data from relative documents which were collected in the form of study summaries and analyzed to determine their usefulness to the research question. The objective of content analysis is to establish the findings of other researchers with regard to the research issue and their contribution to the existing research. In this study the researcher utilized content analysis in determining the factors influencing bilingual educational programs as well as the quality of each source in responding to the research question. Content analysis entailed summarizing the research objective as well as the article's contribution to the issue hand. In this research study, content analysis was useful in evaluating the contributions of various sources to the research question and answering the research ques-

tion. The appropriateness of content analysis in this study is to incorporate other research studies in the research as well as provide answers to the existing research question. The survey as part of the data collection process was useful in responding to the second part of the research study, pilot programs prospects in Georgia. The survey was administered to twenty six applicants of bilingual application programs in the regions of Samtskhe-Javakheti and KvemoKartalis in Georgia. The survey administered to bilingual programs applicants sought to evaluate the prospects of pilot bilingual education programs in Georgia.

### **Data Analysis**

Thematic analysis was utilized in this study due to its match with the qualitative nature of this research article. The appropriateness of thematic analysis as a data analysis technique in this study is attributed to the qualitative and ease of application in addressing the research question. Thematic analysis as a qualitative data analysis method works by identifying patterns in the data set and aligning the data to generate themes. The main themes identified from the findings of this study were foundations of bilingual education such as educational model, human resource and parental support. Thematic analysis is made up of four key phases as listed below.

The first phase of thematic analysis is the identification of research objectives to be realized from the analysis. At this stage, the researcher is expected to focus on the research issue at hand by conducting an analysis of the relationship between the research question and the research objectives. This stage aids in determining the appropriate type of data to be utilized in the study. The second phase of thematic analysis entails classification of data into categories with the aim of developing a data classification framework known as data coding. Through the process of data coding, the researcher is able to identify patterns and themes comprised of concepts and ideas that are assigned indexes to be used in solving the research study.

The third phase of thematic analysis entails establishing connections between the themes and the research question from the collected data. Through these connections, explanations for various phenomena from the study are provided

The fourth and final phase of thematic analysis is inferring the explanations from the third phase in responding to the research question. This is realized in the form of a conclusion that sums of the study's findings and either accepts or reject's the study's hypothesis.

## **7. Adaptations of Mixed Research Methods and Thematic Analysis in a Teaching and Learning Context**

The two research aspects used in this study namely data collection and data analysis could be adapted in a teaching and learning context to research on a research issue that entails both qualitative and quantitative data. An evaluation of a lesson's effectiveness for instance uses both qualitative and quantitative data hence is bound to use mixed research methods alongside thematic analysis in data analysis.

### **References**

- [1] Bialystok, E., 2018. Bilingual education for young children: review of the effects and consequences. *International Journal of Bilingual Education and Bilingualism*, 21(6), pp.666-679.
- [2] Chin, A., 2015. Impact of bilingual education on student achievement. *IZA World of Labor*.
- [3] Tabatadze, S., 2015. Factors influencing the effectiveness of bilingual educational programs: The prospects of pilot programs in Georgia. *Sino-US English Teaching*, 12(2), pp.93-109.

### **Appendix**

Bialystok, E., 2018. Bilingual education for young children: review of the effects and consequences. *International Journal of Bilingual Education and Bilingualism*, 21(6), pp.666-679.

Chin, A., 2015. Impact of bilingual education on student achievement. *IZA World of Labor*.

### **ELEVATOR PITCH**

More than 4.4 million students enrolled in US public schools participate in English language learner programs because of linguistic barriers to learning in regular classrooms. Whether native language instruction should be used in these programs is a contentious issue.

Tabatadze, S., 2015. Factors influencing the effectiveness of bilingual educational programs: The prospects of pilot programs in Georgia. *Sino-US English Teaching*, 12(2), pp.93-109.

Multilingual Education Programs Regulation was adopted and the implementation of bilingual educational reform started in Georgia in 2010. The paper presents research results on readiness of non-Georgian schools to implement multilingual educational programs effectively. The research studied the important factors influencing the effectiveness of bilingual educational programs.