

Chapter 2

Review of Related Literature

2.0 Introduction:

A close examination of the related research would facilitate the researcher to locate the problem in comprehensible terms in her study. It gives a clear picture of the aspects already dealt and helps to avoid the incidental plagiarism. Also it presents the issues that are discussed, explored and debated in the same field. It provides the current state of knowledge in the research field and also where research is headed. It endows with the major findings, theoretical and methodological contributions, which in turn assist the investigator to exhibit how the current research is original and different from the others. It helps out to rationalize why the researcher needs to do this particular research.

2.1 Teaching and Learning of English:

1. SooksilPrasongsook in his doctoral research, "Teaching and Learning English at the Grade 3 Level of Primary School in Thailand: Evaluating the Effectiveness of Three Teaching Methods" submitted in 2010, has attempted to examine the effectiveness of the communicative language teaching approach in teaching English as a Foreign Language in select Thai Primary Schools. The study incorporated three different methods within the communicative approach. A case study approach was adopted to investigate the in-service EFL teachers move in the four public primary schools in MahaSarakham, Thailand. The finding of the research showed that the teachers in Thai primary school need to have proper training program or materials to enhance their pedagogy in teaching English as a Foreign Language.

2. “Oral Communicative Competence of Primary School Students” by Isabel Cantón Mayo & Elena Pérez Barrioluengo published in the year 2017, aims to investigate the students who have completed their primary education and their communicative competence in English. The study conducted a survey from the students. The results proved that the students have high levels of competence and that too was in favor of the girls and the urban bilingual schools in the acquisition of the oral communicative competence in English.
3. Leyla Maria Rojas’ essay entitled “First and Second Language Acquisition Compared” presents, to what extent it is significant to compare the acquisition of L1 and L2. The author has dealt with the similarities and the differences between these two languages and has provided a general conclusion with some implications for the language teaching as follows:
 - a. “Teachers should provide classroom conditions for L2 learning.”
 - b. “Activities should focus on language as interaction.”
 - c. “Teachers should create conditions in which meaning is negotiated through interaction.”
 - d. “Teachers should create an atmosphere where students are not embarrassed by their making errors.”
 - e. “Teachers should promote subconscious learning activities.”
 - f. “Allow learners to pass through a “silent period” during which there is no pressure on them to speak the second language at all.”
 - g. “Teachers should be aware of the learner’s internal syllabus.”

- h. “Teachers should be sensitive to psychological factors that affect students’ learning.” (Rojas 30-31) Mention Some implications if possible)
- 4. In 2016, “The Importance of English in Primary School Education in China: Perceptions of Students” by Grace Yue Qi investigated China’s school English language education policy. It also provided the implications for the primary school curriculum. The study aimed to find out the students attitude towards learning English language in the primary schools. Three government schools with different socio-economic condition were selected for the study. The finding of the research showed that although some feel English is not as important as Chinese and mathematics, majority of the children have positive attitude towards English education in primary schools in China.
- 5. Hulyalpek in his research done in 2009 on the topic “Comparing and Contrasting First and Second Language Acquisition: Implications for Language Teachers” aimed at understanding the first language acquisition and Second Language acquisition. The language theories could support language teachers to understand the learning process and to help their students. The study examines the similarities and differences between the L1 and L2 acquisition. And the study concluded with the following implications for the Second Language teachers:
 - a. “language teachers might consider teaching their students samples of some useful and frequently used phrases.”
 - b. “The teachers can use lots of activities requiring the students to interact with each other or with the teacher... as long as it is aimed at the level of the students.”

- c. The teacher can conduct “school activities in a manner appropriate to the learner’s level of development, the culture and social environment.” (Ipek 161-162)

2.2 Children’s Cognitive and Language Development:

1. Daniel Swingley in his article “Cognitive Development in Language Acquisition” has reported the speech of Renée Baillargeon, Gergely Csibra, and Laura Schulz, delivered at a symposium conducted on the topic “Interaction between Early Cognitive Development and Language Acquisition” in the year 2012. He has mentioned about Laura Namy’s article for the special issue on ‘Language Learning and Development’, which talked about word learning in young children and also argued that complex associations between linguistic forms and concepts provide the foundation for language understanding. In addition, one cannot assume that children’s perceptual access to facts about the world reliably provokes the inferences that are readily available to adults. Yet on the positive side, the greater the distance between the infant’s mind and our own, the stronger and more powerful the child’s capacity to learn must be.
2. “Language Acquisition and Cognition” by Saeedeh Shafiee Nahrkhalaji tries to address the relationship between language and cognition and also the effect each has on one another. It also deals with the overview of the relationship and the different approaches to understand it. It discusses the views of Piaget and Vygotsky and also reviews some theoretical perspectives on language-cognition relationship.

3. In the year 2001, Maya Hickmann in her article “Language and Cognition in Development: Old Questions, New Directions” had given a overview of the relation between language and cognition in child development. The article examined the “Universalistic Vs Relativistic” approaches in this context (Hickmann 105). Also it investigated from the point of view of the traditional developmental theories and from more recent proposals in psycholinguistics.
4. “An Analysis of the Impact of Language on Cognitive Development and its Implications on The Nigerian School Children” by Ikediashi A.E in 2014, analyzed the impact of language on cognitive development. The study investigated the concepts associated with the language and cognition. It also gave equal attention to the means that language affects cognitive development. The finding of this study described the fact that language has a redoubtable impact on cognitive development including meta-cognitive skills.

2.3 Bilingualism:

1. EllinooraTakala’s in his bachelor’s thesis titled “The Advantages and Disadvantages of Raising a Child Bilingual: Based on Two Case Studies” in 2016, interviewed two bilingual women. One from Finnish and Swedish origin and the other Finnish and English. The first one used both Finnish and Swedish languages with her children and raised them as bilinguals. The second woman, who was a bilingual herself, did not use her mother tongue Finnish with her kids and they followed their father’s native language, English. The first family lived in Finnish speaking area in Finland and the kids used to go to Swedish speaking school. Both Finnish and Swedish were official languages in Finland. The second

family was from Wales where the official languages were English and Welsh and the kids were more comfortable in using English and there was no need for learning the other language. The researcher conducted a semi-structured interview with a set of questions to the two bilingual mothers from these two families. The research showed that not all bilingual family raised bilingual children. As the children from Finnish-Swedish bilingual family were in Finnish speaking neighborhood and used to go to Swedish speaking school they had naturally practiced two languages since their childhood. On the other, the children from Finish-English family were in a place where English was predominantly used and so they used English in school as well. In such circumstance the use of another language was not required and so they showed least interest in learning or speaking Finnish though it is their mother's native language. The research thus proved that children could not be forced to be a bilingual, unless they choose to learn a Second Language.

2. "First Language Acquisition Vs Second Language Learning: What is the Difference?" by Fawzi Al Ghazali in 2006 has pointed out that there is a significant difference between the First Language Acquisition and the Second Language Learning in the classroom. This study deals with various aspects involved in acquiring a language like learning a language in different environment, age factor and individual differences that promote language acquisition. This study also deals with aptitude, language anxiety, language ego and motivation. It clearly projects how teaching techniques influence the progress of students' achievement in learning a Second Language.

3. An international cooperative research project entitled *Analyzing Bilingual Teaching and Learning in Madrid, Spain: A Fulbright Scholar Collaborative Research Project¹* was carried out in 2014, to investigate the attitudes and perceptions towards bilingual education, and to extract key findings on effective pedagogy in bilingual schools in the Region of Madrid, where expansion of bilingual programs had been rapidly increasing. The study attempted to find out the teachers' attitude, language assistants and students' attitude towards bilingualism and bilingual program development. It also tried to figure out effective classroom practices and strategies for effective teaching in bilingual contexts. For collecting data, the researcher has used mixed methods: qualitative surveys, descriptive and analytical field observations and qualitative interviews and written reflections. The results of these data collected were analyzed and classified into various groups mentioned above. The survey results revealed that both teachers and language assistants felt, it was most successful that the student motivation and interest in becoming bilingual in general (Gerena and Ramirez-Verdugo 125). Also it "indicated that learning another language and being bilingual was important to students now and for their future" (126).
4. In 2017, Rebeka Javor in her research "Bilingualism, Theory of Mind and Perspective-Taking: The Effect of Early Bilingual Exposure" investigated the relation between bilingualism, Theory of Mind and empathy between monolingual and bilingual people. The samples were Hungarian-Serbian bilingual and Hungarian monolinguals. Two set of questionnaires were given to the samples to be filled. One for the language profiles and the other for Davis's

Interpersonal Reactivity Index and they participated in the Adult Theory of Mind test. The findings of the study validated the proposed hypothesis that the bilinguals had better understanding of mind and that they possessed better empathic skills.

5. “Additive Bilingualism or ‘Straight-for-English’? The linguistic and cultural impact of different approaches to the teaching of English on children in two Chinese schools” was a mini-thesis submitted by Ma Chunyan for the degree of Master in Applied Linguistics in 2005. This thesis investigated two different models of teaching English in two Chinese schools: Tianjin Zhong Shan Primary School, and Z’S Land Language School; to check whether the models met the needs of the learners. In Tianjin Zhong Shan Primary School the standard Chinese program was taught along with English as one of the courses of the program where the teachers were all Chinese. In contrast, in Z’S Land Language School, most of the subjects were handled in English by British Teachers. The researcher had used four research tools viz. interview, questionnaires, classroom observation and document analysis for the study. The results of this study illustrated that the teaching of English at Z’S L was unsuccessful and so it failed to meet the children’s needs. “The study concluded that the two-way bilingual education and the cognitive development approach are most effective to develop dual language proficiency for Chinese children when the home language is a majority language and the school is adding the second minority or majority language” (Chunya v).
6. Jim Cummins and Merrill Swain in their book *Bilingualism in Education – Aspects of Theory, Research and Practice* in 1986 stated that the Second

Language proficiency in relation to the development of cognitive academic and literacy-related aspects were dependent on the learners' attributes. Also the other aspects of development were dependent on the opportunities and the use of L2 that the learners receive. They claimed that the learners' ability to perform a language task that is cognitively demanding and context-reduced was positively related to their academic performance. In a cognitively demanding and context-reduced situation the three types of knowledge, i.e. grammatical, discourse and sociolinguistic proficiency, are dependent more on the learners' attributes. On the other hand, in a cognitively undemanding, context-embedded situation the development of grammatical skills is dependent on the L2 input and use.

Cummins and Swain, on the whole, suggested that learning through L1 could promote the L2 proficiency in many aspects. However L2- based education is important and will be more successful in an environment where the learners have opportunity to interact in purposeful and meaningful activities in the L2.

7. *Sociocultural Theory and Second Language Education: An Introduction through Narratives* by Swain, M., P. Kinnear and L. Steinman in 2010, gave a clear picture of the key concepts of socio-cultural theory, mediation, zone of proximal development and social interaction, through narratives. The teachers and language learners voiced out their aspect of narratives from different educational context.

2.4 Bilingualism and Cognitive Development:

1. "Cognitive Development in Bilingual Children: A Case for Bilingual Instruction in Early Childhood Education" by Patrick Lee in 1996, examined the complex relationship between bilingualism and cognitive development. It illustrated the

theoretical knowledge of how bilingualism was connected to cognitive functioning. A case study was made for additive bilingual instruction in early childhood programs as a means of reinforcing the productive and receptive knowledge of the first language during this critical period of linguistic, social, and cognitive development.

2. “Bilingualism, Biliteracy and Cognitive Effects: A Review Paper” by Elaine NG reviewed researches on the cognitive effects of both bilingualism and biliteracy. The paper presented both positive and negative effects of being bilingual as implied by various researches. The major positive findings thus derived on the effects of bilingualism were cognitive flexibility and meta-linguistic awareness.
3. Ellen Bialystok in his paper “Bilingualism: Consequences for Mind and Brain” reviewed recent studies on the basis of behavioral and neuroimaging methods. He examined the effects of bilingualism on cognition in adulthood. Also he tried to explore the possible mechanisms for the same. This article illustrated that bilingualism has a silent effect in adulthood but plays a larger role in older age. A concept called “cognitive reserve” was derived out of the effects of bilingualism on cognition. The age factor was found to play a vital role in the context of “cognitive reserve”. The article thus concluded that bilingualism contributes to the cognitive reserve.
4. B.Z. Pearson’s *Raising a Bilingual Child: A Step by Step Guide for Parents*, published in 2008, examined various studies to illustrate how children become bilingual in different environments. Also the cognitive flexibility and the benefits of cultural knowledge in learning more than one language had been emphasized.

5. “Effects of Bilingualism on Cognitive Abilities” by Ron Crosby & Randy Prescod attempted to find out the relationship of cognition, education and proficiency between L1 and L2 in bilingual children. The research was conducted on the Japanese students studying English in Gifu, Japan, and native-English students from Ontario, Canada. They were asked to take the Eiken level test to compare the cognitive abilities of bilingual versus monolingual children. And the results of the analysis were in favour of the bilingual students.
6. “Supporting Additive Bilingualism of Online English as Second Language (ESL) Students through Instructional Design” was a Doctoral dissertation done by José R. Otaola in 2008. In this study the researcher has tried to gauge the extent at which additive bilingualism can improve their Cognitive Academic Language Proficiency and comprehension in the subject matter. The researcher used an embedded instructional strategy to support additive bilingualism in an online course. The inferences were derived from the significant difference between the treatment and the control group. The results of the study indicated that providing instructional strategies that support additive bilingualism enhances proficiency in cognitive academic language and improved comprehension of subject matter. It also provided some implications for teachers and educational administrators.
7. Sujin Yang and Barbara Lust in their research work on “Testing effects of bilingualism on executive attention: comparison of cognitive performance on two non-verbal tests” in 2004, attempted to understand how early bilingualism influences the development of executive attention by means of two non-verbal communicative measures. The researchers have used DCCS task and the

neuropsychological measures of ANT. The study hypothesized that if bilingualism was beneficial to the development of executive attention, bilinguals would outperform monolinguals in DCCS and the ANT and their performance in these two tasks on “executive control” would correlate. Based on the data collected through the bilingual children, the researcher derived the inferences of the study which supports the cognitive advantage in early bilinguals in ANT but not in DCCS. And the researcher made an implication that a reexamination had to be taken to replicate this finding and a standardized co-relation among various tasks of executive attention.

8. Jose N. Carballo in his research “Bilingualism and Cognitive Development” had developed two complimentary models of bilingualism to account for the experimental results. The first model ("S-curve" Model) deals with the effects of the environment in the development of a bilingual's cognitive abilities. The second, a Bilingual's Cognitive Structure Model, explains how different types of bilingualism are developed and why some types of bilingualism are expected to result in cognitive advantages. The research showed that there was no significant difference between the compound and coordinate bilinguals in learning a Second Language. Yet the social context in which bilingualism develops is a major factor to be considered in determining the final outcome.
9. “A Cognitive View on Bilingualism and “Bilingual” Teaching and Learning” by Susanne Niemeier in 1999, dealt with the teaching of English as a Foreign Language in Germany. In this study the researcher used English for teaching subjects like history and biology. The finding of the study proposed that using

English as a foreign language for teaching subjects was more authentic and holistic.

2.5 Research on Bilingualism in India:

1. G. Rajagopal's doctoral thesis on "Developing Bilingual Methodology to Promote Reading Skills in English by Using the Learners' L1 Resources: An Experiment" in 1992, made an attempt to develop bilingual texts for improving the learners' reading. For this he made use of the learners' L1 as a learning aid to understand an L2. He has used the term 'Bilingual methodology' in the place of method. He provided this methodology to promote the English reading skills of the Mother Tongue Medium learners. The finding of the research showed that the learners would become successful readers of bilingual texts i.e. a text which incorporates a mix of two languages, L1 and L2. Also the finding supported that this bilingual methodology could be an alternative teaching strategy to develop the L2 reading abilities of the Mother Tongue Medium Learners. It will also be helpful for both the teachers as well as the learners.
2. Another study in 2003 by LinaMukhopadhyay was done in the same field. In this study the researcher attempted to examine the role of the L1 as a resource to enable L2 learning. In order to check how the L1 acts as scaffold to cognitively support the L2 learning, the researcher examined the nature and type of 'scaffold' by comparing the performance on a first language mediated Second Language task with the performance on a task done only in the Second Language. The finding of the study indicated that the first language could be used as a scaffold to help improve Second Language learning.

3. Amaliraj's research on "Bilingual Education and the Teaching of English as a Second Language in India: A Case Study of Kendriya Vidyalayas" in 1995 made an attempt to find out how English had been taught in Kendriya Vidyalayas. The researcher tried to examine the learners' language proficiency through the nature of language used at home, school and the classroom. He/She collected data based on the Ethnographic Case Study approach. Earlier, a pilot study was conducted in a Kendriya Vidyalaya school and a regular English-medium School. Following this, an exploratory study was conducted in one of the Kendriya Vidyalayas and in two more schools. The findings of the study showed that the activities conducted outside the classroom uphold the learning of English in Kendriya Vidyalayas. It also revealed that those Kendriya Vidyalaya students who came from the under-privileged background performed almost as good as the students from a more privileged background. Another major finding drawn out of the study was that though students come from different social background they all can succeed in acquiring the Second Language i.e. bilingual education seems to reduce the gap between the different social classes.
4. "Teaching and Learning English as a Second Language at the Primary Level. A Study in Select Schools of Tiruchirappalli Town" is a doctoral dissertation submitted by S. Joseph Arul Jayraj in 2003, which examined the effect of teaching English as a Second Language through activity-based learning. The researcher focused on Class V students of select primary schools in Tiruchirappalli. Based on the students' diagnostic test the researcher prepared some material for teaching English. The revision test and the post-test were conducted to assess the

effectiveness of the materials produced and the improvement of the students' Second Language. The finding of the research showed that the adopted technique helped to improve the language skills of the students and to use the language in real life. The finding dismissed the hypothesis that there would be a significant difference between the performance of girls and that of boys.

5. MahanandaPathak's M.Phil thesis "Using Learners' Knowledge of L1 as a Resource in L2 Teaching: An Exploratory Study" submitted in 2005, attempted to find the possible ways of using the learners' L1 knowledge in the L2 classroom. The qualitative method was followed in this study. The researcher stated that if teachers could deploy the L1 knowledge as a resource at the starting point for learning the Second Language or Foreign Language, it would make the learning process more meaningful and less stressful, which would eventually contribute to learner autonomy.

2.6 Inferences drawn from previous research:

1. Research studies focused at the primary level are very few.
2. Most of the research studies conducted on bilingualism has focused on the difference between the monolinguals and bilinguals.
3. Language teachers need periodical training programmes, relevant to improve their pedagogic techniques.
4. The research studies conducted have focused on the impact of environment in learning the second language and on developing bilingual text books to assist that process.

5. Research studies have dealt with how the L1 or Mother tongue could be used as a scaffold to teaching a second language.
6. So far no detailed study has been conducted with regard to the cognitive development of the second language learners through bilingual teaching method in India.
7. Research has proven that language has a formidable impact in the cognitive development.
8. Additive bilingualism is a suitable method for teaching English as a Second Language without affecting the vernacular or home language.
9. Bilingualism paves way for cognitive flexibility and meta-linguistic awareness.
10. Social context plays a crucial part in developing bilingualism.

2.7 Significance of the present study:

There were many research studies done in the field of bilingualism and its effects. The researcher has provided few studies for reference to indicate the aspects of the research already done in the same field. This was to set a clear picture of how the present study was different from the others.

Generally, most of the institutional bodies focus on language proficiency and fluency only at the Tertiary Level of education. But the problems involved in learning the L2 seem to originate at the Primary Level itself. This matter of fact is what instigated the researcher to think of treating the roots instead of watering the leaves. The researcher therefore selected the primary level learners for the present study. The researcher has incorporated Vygotsky's Social Constructivist theory to study the learners' development

of language in the context of their social status. Additive bilingual approach was adopted to conduct the study as it would help the learners to learn the target language with the help of their mother tongue. This approach retained the mother tongue while learning the L2. The current study has focused on both cognitive and communicative development. Instead of directly aiming at the language skills the present study has focused on the cognitive aspects which will eventually help the learners to pick up the target language.