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**Monolingual or Bilingual Approach:
The Effectiveness of Teaching Methods in Second Language Classroom**

Jung Han and Kyongson Park*

Previous studies (Slavin & Cheung, 2005; Purkarthofer & Mossakowski, 2011) have argued that bilingual instruction provides an advantage over English-only instruction in second language (SL) learning and English learners in bilingual condition feel more satisfied with the teaching method. However, there is a discrepancy between language policy and practice. This study investigates which method of the two (bilingual vs. monolingual instruction) is more effective and satisfying ELL students. Experimental research focused on the perspectives of future educators was conducted to answer this question. The participants were selected from graduate and undergraduate students who are enrolled in the college of education at a large public university. The purpose of selecting participants from students majoring in education was for them, as future educators, to experience the different methods of second language instruction and to investigate their opinions about these two teaching methods. The participants were randomly assigned into two different classes and learned Korean vocabulary lesson on definitions and pronunciation. After they were exposed to each different teaching method, the students were tested on what they learned. The first part was on the performance of phonics and the second part of the test measured the performance of vocabulary comprehension. Afterward a survey was conducted to determine their method of preference as they considered applying this experience to their future work teaching English to ELLs. The results indicate that the bilingual method is more effective and the participants under bilingual conditions preferred their method significantly to the monolingual instruction. The monolingual instruction group presented negative perception of using only target language in second language instruction. This study can provide an effective teaching method to future educators and contribute to the development of SL teachers training and SL education.

Keywords: bilingual education, monolingual, bilingual teaching method.

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Introduction

Historically, most bilingual programs for ELL (English Language Learners) students implemented in this country have not been additive but rather they have followed the transitional model (Menken & Solorza, 2014). In other words, the purpose of bilingual programs for ELLs has been to educate them to transition into an English-dominant society. It is the perspective of the authors that the bilingual education of the past in the US has never realized its original meaning and purpose in the historical and political context. (Wiley & Wright, 2004).

Currently many ELLs are not even placed in transitional sheltered programs but directly into mainstream classrooms, and they are expected to compete with students who are well established in the English language. Under this circumstance, even though bilingual education advocates have demonstrated bilingual education programs to be highly effective for teaching English to ELLs, English-only policies still hold a dominant position in the U.S.

Based on this English dominant policy, educators in K-12 school system, which provide English-only education for ELL students, have possibly faced challenges in educating ELLs to meet the needs of them as many more ELLs have been arrived in the US.

In this sense, continuously listening to teachers and ELLs to analyze their needs and clearly redefining English-only or bilingual education are necessary. There have been studies (Purkarthofer and Mossakowski (2011); Slavin and Cheung, 2005) which concluded that English learners in bilingual and interactive conditions feel more satisfied with the teaching method. However, still many people believe that being immersed in target language classroom, where only the target language is used, is the best way to learn a second language even though this has the possibility to lead the learners to losing their first languages. In this regard, for second

language learners to acquire an additional language while they maintain their first languages, mainstream classroom teachers as well as language teachers, including English as a Second Language (ESL) teachers, need to be aware of the effective teaching methods and consider how to operationalize that method in classrooms for them to achieve this goal.

This study examines future educators' opinions about which method of the two is more effective and satisfying to teach ELLs: monolingual or bilingual instructional method. To answer this question, experimental research was designed and conducted to the participants at a large public university. Twenty subjects are graduate and undergraduate students who are enrolled in the college of education. The purpose of selecting participants from students majoring in education was for them, as future educators, to experience the different methods of second language instruction as second language learners and to take a test, and that through this, they could investigate effective teaching methods for the students whose first language is not the target language in the classroom. English was used as a common language and Korean was selected as a target language for the participants in this study, and all the participants haven't had any previous experiences of learning Korean.

The research questions are as follows:

1. Which instructional method can improve students' learning outcomes more in language test?
2. Under which teaching conditions do students more frequently interactive and more satisfied?

This study can add an experimental evidence of bilingual education's benefit to the previous studies and contribute to the redirection of the future educators' perspectives on bilingual education.

Literature Review

As linguistic and societal demands upon minor language groups are shifting, new perspectives of second language acquisition are rejecting the monolingual norm, and new forms of second language education are being developed to provide a better policy and atmosphere. By shifting the emphasis from standardization to communicative efficacy, long-standing ideologies about language, language learning, and minority language speakers have been challenged, and different views of bilingualism have influenced not only the way a second language is taught, but also the purpose of using specific methods (Valdes et al., 2015). Also, as many studies have shown the advantages and benefits of bilingual learning or bilingualism, it is necessary to rethink how to teach a second language and consider what teaching method would improve student learning outcomes. In this perspective, Valdés (1998) questioned why many non-English-background students fail in their English acquisition, and found that talking only in English to non-English-background students did not help students have interest in their studies.

In regard to the effectiveness of bilingual and monolingual instruction, Slavin and Cheung (2005) reviewed experimental studies comparing bilingual and English-only reading programs for ELLs, and found that paired bilingual strategies teaching reading in both their first and second languages were especially successful. Purkarthofer and Mossakowski (2011) also reported that bilingual teaching methods help students achieve a lot in their second language learning.

To compare bilingual and English-only instruction, August et al. (2008, p.134-139) analyzed 14 studies (Alvarez, 1975; Campeau et al., 1975; Cphen, Fathman & Marino, 1976; Danoff, Coles, Mclaughlin, Reynolds, 1978; Da la Garza & Medina, 1985; Doebler & Mardis, 1980-1981; Huzar, 1973; Lampman, 1973; J.A. Maldonado, 1977; Plante,1976; Ramirez et al.,

1991; Saldate, Mishra & Medina, 1985; Valladolid, 1991). In evaluating the impact of bilingual education as compared with English-only instruction, they concluded that bilingual education had an advantage.

In addition, DeNicolo (2016) addressed previous studies (Genesee Lindholm-Leary, Saunders & Christian, 2006; Ramirez, Yuen, Ramey & Pasta, 1991; Rolstad, Mahony & Glass, 2005; Slavin & Cheung 2005; Slavin et al., 2010; Thomas & Collier, 1997; Umansky & Reardon, 2014) that researched on the functions of bilingual education and argued that additive forms of bilingual education have been shown to be more effective for academic achievement than all-English instruction. However, even though many studies have demonstrated the benefits of bilingual programs, state language policies do not require that schools provide additive models of bilingual programs (Menken & Solorza, 2014), and only ten states mandate bilingual education in some form (DeNicolo, 2016). Also, even though Title III of No Child Left Behind (NCLB) allows funding for transitional bilingual education programs, it does not support maintenance bilingual programs. Wiley and Wright (2004) described the reality by saying, “although some allowance is made for dual-immersion bilingual education programs, it should be noted that these programs...are still serving only a fraction of students” (p.156).

There is another point we should consider when it comes to language and language education. In regard to the perspective that language is a communication tool and language education is for communicative competence, many studies (Lightbrown & Spada, 2013; Tomita, 2011) have examined relationships between conversational interaction and second language acquisition. Tomita (2011) argued that students were more willing to communicate during activities than in exclusively teacher-centered instruction. This is because pure repetition in structure-based and form-focused teaching of language class provides the students no reason to

get involved or to think about what they are saying. Lightbrown and Spada (2013) also mentioned that second language programs that focus only on accuracy and form do not give students sufficient opportunity to develop communication abilities in a second language. They provided evidence of enhanced students' motivation to participate in language learning activities, in which students can offer each other communicative practice that includes negotiation of meaning.

On the other hand, Krashen (1985, 1989) had different views on second language acquisition and emphasized the exposure to comprehensible input rather than output. Although he argues that learners can acquire language when they are in the environment through receptive skills, reading or listening, he also showed the limitation of comprehension activities as they could provide little chance to engage students in the classroom.

The perspective, which emphasizes that multiple opportunities for learners to engage in collaborative talk are crucial in second language learning, is another factor that motivated this study. This study intended to identify in which second language learning environment, a monolingual or bilingual condition, learners would more frequently participate in a language learning activity. Thus, this research will give any future educators the chance to experience under which conditions second language education students would be more interactive and satisfied.

Methods

The hypothesis of this experiment was that the bilingual instructional method is more interactive and effective than the monolingual method in second language education, and more satisfying to second language learners.

The participants were randomly assigned into two groups and exposed to each different teaching method. These groups learned how to pronounce Korean words as well as what the words mean and then they were tested on what they learned. Afterward a survey was conducted to determine their preference of the method as they considered applying this experience to their future work teaching English to ELLs. Also, the interaction between the participants and the instructor and other participants was observed to demonstrate in which condition they communicated more. The observation and after-lesson survey results show which of the two methods of second language teaching is preferred and more satisfying for the learners and how these facts and the two different teaching methods, monolingual and bilingual, had an impact on their performances on the assessment.

Participants

Participants of this study included 20 large public university graduate and undergraduate students who are enrolled in the college of education. The purpose of selecting participants from students majoring in education was for them, as future educators, to experience different teaching methods in terms of using languages. The participants have a variety of cultural and linguistic backgrounds; they are from the United States (n=4), India (n=4), China (n=4), Indonesia (n=4), and Malaysia (n=4). This experiment used a randomly assigned experimental design assuming each participant had an equal learning style. All of the participants have been studying using English as their first or second language, and some were bilinguals. English is their common language and Korean is the target language to learn, which no participant can speak.

Procedures

Participants were randomly assigned to one of two groups to be taught 20 Korean vocabulary words. The first group is a monolingual teaching method class and the other group is a bilingual teaching method class.

Both groups were provided the same materials: printed copies of the PowerPoint as the study guide. This PowerPoint study guide included four slides per page and each slide contained a picture that described the Korean word and the meaning of the Korean word in English. During the lesson, the participants were allowed to interact, communicate with the instructor and each other, and take notes on papers.

During lesson, in the bilingual class, the teacher and the participants were allowed to use both English and Korean languages when they interact. In contrast, in the monolingual class, only the target language, Korean was used by the instructor and the participants were not allowed to use English when they interact. Each class had 40 minutes to learn and practice the Korean vocabulary words by recall, repetition, and interaction to later transfer to the assessment. A short quiz, Korean vocabulary test and survey were followed.

Lesson and Test

The Korean vocabulary lesson as a second language learning and teaching was designed by a researcher and was associated with the test after the lesson. Since the participants are total beginners, they learned 20 Korean vocabulary words including basic phonics (word pronunciation) and the definitions of the Korean words. The 20 words that were used weren't the easiest of vocabulary words to understand, but they were somewhat easy to pronounce due to learners' levels. The 20 words comprised of verbs and nouns. All were selected from the beginning level 1 and 2 out of 6 ranges of the Test of Proficiency in Korean (TOPIK). To

develop an appropriate test at the beginning level, the words were selected from those which consist of basic consonants and vowels. In addition, out of the 28 letters in the Korean alphabet, the instructor taught mainly the five basic vowels (ㅏ, ㅑ, ㅓ, ㅕ, ㅗ) out of 11 vowels, which could be equivalent to the five English vowels [a], [e], [o], [u], [I] and the first seven consonants in Korean alphabet (ㄱ, ㄴ, ㄷ, ㄹ, ㅁ, ㅂ, ㅅ), which are similar to the following phonemes respectively ([g], [n], [d], [r], [m], [b], [s]). Figure 1 demonstrates examples of two different Korean syllables.

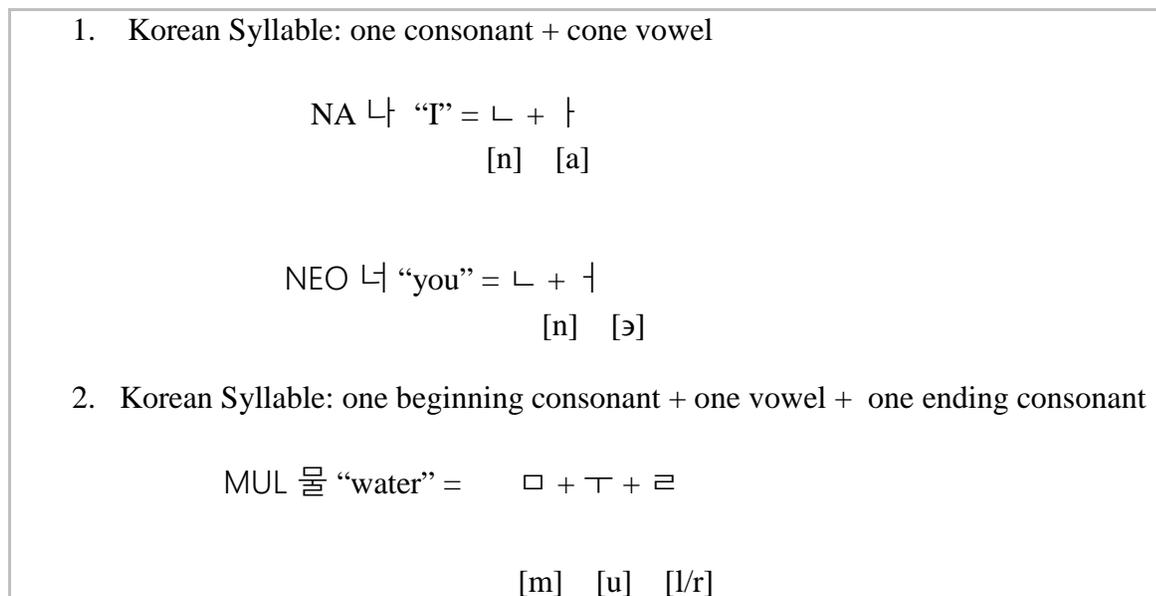
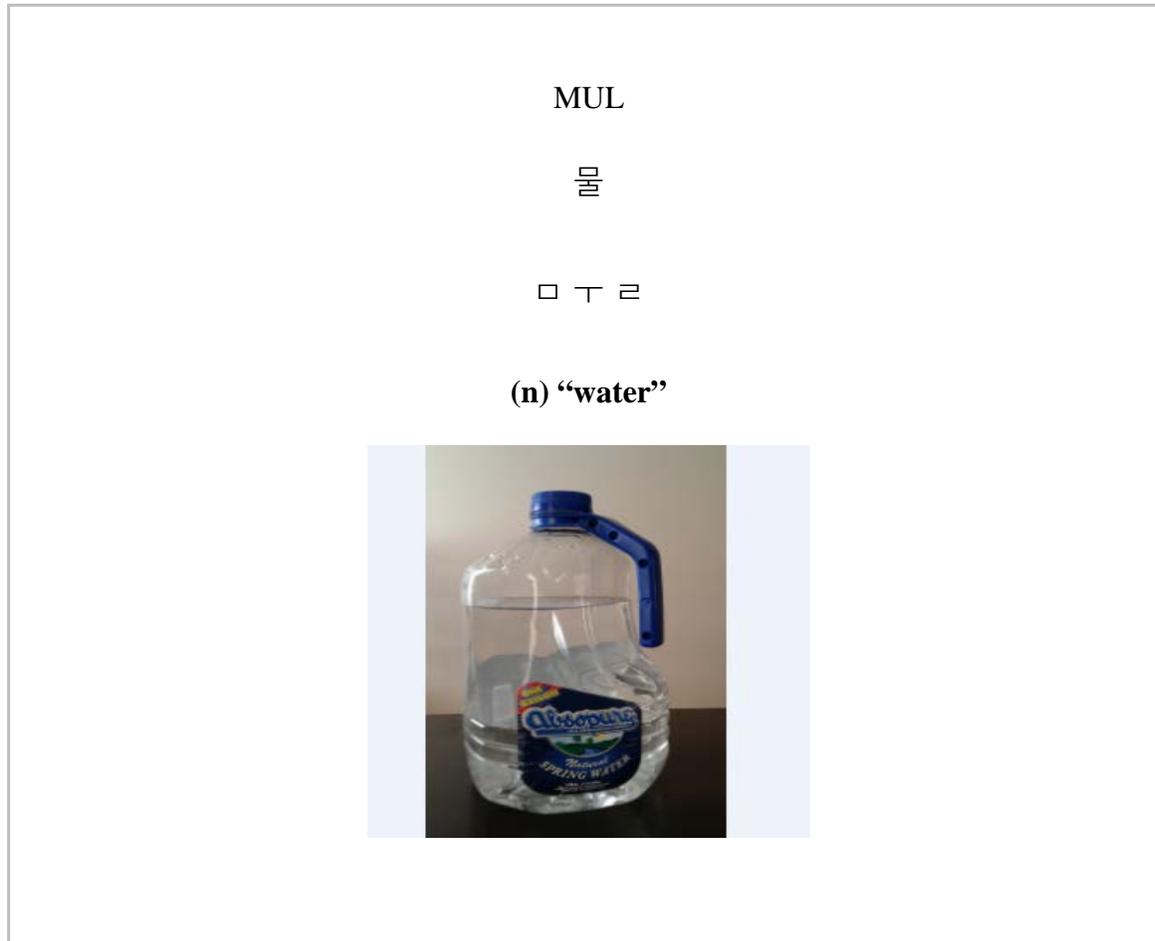


Figure 1. Examples of the two Korean syllable types.

Teaching Materials

The materials used for the Korean instruction included PowerPoint slides with 20 Korean vocabulary words, an overhead LCD projector, handouts of the PowerPoint and a pen or pencil.

Figure 2 shows an example of a PowerPoint slide used in the lesson.



(Note: An English glossary in this slide was not included in the actual lesson)

Figure 2. Example of the PowerPoint Slide

Test and Survey Design

An exam was used to test each participant's knowledge of the 20 Korean vocabulary words. The exam was comprised of 15 of the 20 vocabulary words and included two parts: phonics (word pronunciation), and word definitions. In test, there are five listening comprehension questions and ten reading comprehension questions. The exam consisted of multiple-choice questions.

Figure 3 presents some parts of the test.

Vocabulary Test

Part 1 (Phonics: Listening Comprehension)

Please choose the correct meaning of each word described by the instructor. Numbers 1-5 will be pronounced by the instructor. Choose only one answer to each question.

i) 동물(dong-mool)
a. Sound b. Animal c. Farm d. Zoo

ii) 젓가락 (jut-kah-rock)
a. Scissor b. Fingersc. Meal d. Chopsticks

iii) 눈물 (noon-mool)
a. Tear b. Crying c. Sadness d. Eye

Part 2 (Meaning: Reading Comprehension)

i) Very common four-legged animal that is often kept by people as a pet or to guard or hunt.
a. Yeo-rum (여름) b. Geh (개) c. Yawn-peel (연필) d. Zip (집)

ii) Spending time learning about a particular subject(s).
a. Hah-poom (하품) b. Gong-boo (공부) c. Gah-dah (가다) d. Um-mah (엄마)

Figure 3. Test Item Examples.

(Note: An English glossary was not included in the first part in the real test)

Along with the vocabulary test, a brief survey was added to assess each participant's opinion on the teaching method which was used when they were taught Korean. The questionnaire consisted of five items to evaluate demographics, satisfaction of the participant's learning group, and the effectiveness of the condition the participants perceived. Five-point

Likert scale from 1 “not at all” to 5 “very much” effective (ex: “*Was your method of language learning effective for you?*”) for three main questions. The fourth item asked the participants to indicate their country of origin.

Results

Based on the descriptive statistical analysis of the results of test and survey, the students showed different responses according to the group they were placed in. During lesson, the students in bilingual class were actively involved in the activity and interacted with the instructor and each other; however, there was little interaction or questions from the students in the monolingual condition class. Aside from verbal condition, non-verbal aids, visual support, such as the pictures on the PowerPoint slides, and the instructor’s gesture, pointing, and facial expressions, played an important role for all the participants in both groups for them to guess the right meaning of the Korean word based on the survey. However, the participants in the bilingual condition noted that using both languages and collaboration with the instructor and each other were very helpful for them in learning Korean.

After the lesson, each form was scored and analyzed with the t-test procedure to examine the effectiveness of different teaching methods in second language learning. The first part of the test (score1) concerned the performance of phonics. As expected, the participants who learned with the bilingual method showed better performance ($M = 8.2$ out of 9, $SD = 0.79$) rather than the monolingual method ($M = 7.5$ out of 9, $SD = 1.27$). However, the performances were not significantly different. The second part of the test (score2) measured the performance on vocabulary definitions. The participants in the bilingual class showed better performance ($M = 5.6$ out of 6, $SD = 0.52$) than those in the monolingual/teacher-centered class ($M = 5.1$ out of 6,

$SD = 1.45$). However, the performances were not significantly different (See Table 1 & Figure 4).

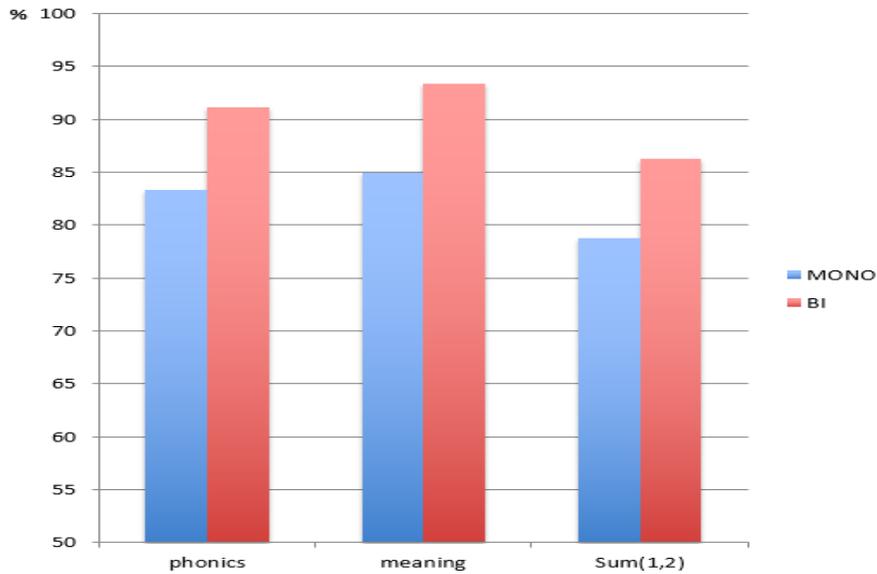


Figure 4. Means of the vocabulary test result.

Table 1

Independent Group t-test between Performance and Teaching Method

| | Monolingual | | Bilingual | |
|------------------------|-------------|------|-----------|------|
| | M | SD | M | SD |
| Part 1 (Pronunciation) | 7.50 | 1.27 | 8.20 | 0.79 |
| Part 2 (Meaning) | 5.10 | 1.45 | 5.60 | 0.52 |

The survey results showed that the participants perceived that the bilingual method was more effective ($M = 4.5$ out of 5, $SD = 0.71$) than the monolingual method ($M = 3.1$ out of 5, $SD = 0.59$). They significantly preferred the bilingual teaching method ($M = 3.9$ out of 5, $SD = .99$)

to the monolingual teaching method ($M = 1.5$ out of 5, $SD = 0.53$).

In regard to the participants' opinions on using only the target language in second language instruction, the participants in the monolingual class responded more negatively ($M = 1.9$ out of 5, $SD = .74$) than ones in the bilingual class ($M = 3.6$ out of 5, $SD = 1.1$). Figure 5 and Table 2 show the survey results.

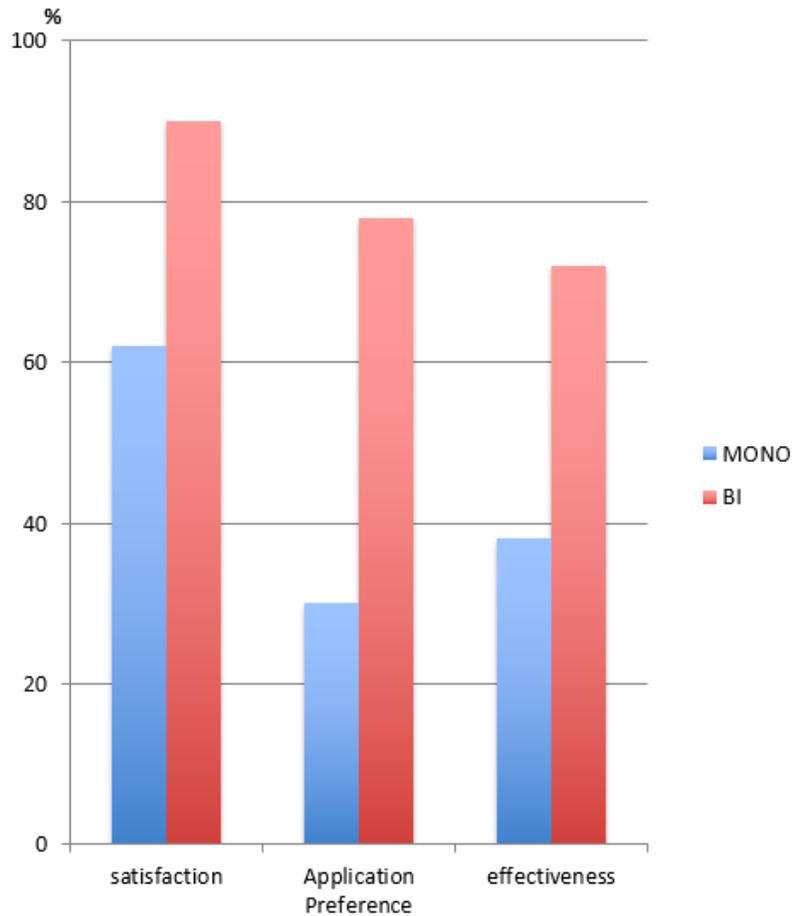


Figure 5. Responses for the Survey

Table 2

Independent Group t-test between Preference and Teaching Method

| | Monolingual | | Bilingual | |
|----------------------------|-------------|------|-----------|------|
| | M | SD | M | SD |
| Effectiveness | 3.10 | 0.59 | 4.50 | 0.71 |
| Preference | 1.50 | 0.53 | 3.90 | 0.99 |
| Preference to English only | 1.90 | 1.10 | 3.60 | 1.10 |

Discussion & Conclusion

In accordance with our hypotheses and previous studies in the literature (e.g. August et al., 2008), the results of this study show that the bilingual condition is more effective than the monolingual teaching method when it comes to teaching a new language. This current study showed that even though the two groups' performances were not significantly different, the participants under the bilingual condition were more interactive and preferred the teaching method significantly to the monolingual instructional method. The monolingual instruction group also responded negatively to the opinion of using only the target language in second language instruction. As Tomita (2011) mentioned, students were more willing to interact each other in student-centered instruction as they could use both Korean and English. This result indicates that the role of L1 or common language of learners can play a crucial role in bilingual education. Using L1 or common language as a resource can enhance the motivation and engagement of language learners and impact their performance on language tests. In addition to

that, other non-verbal support could help second language learners, including English language learners in the U.S. to meet their goals.

Teachers and future educators should reconsider the challenges of ELLs and language minority students in mainstream classrooms. This study raised an awareness of the importance of bilingual education and more effective teaching approach to future educators who experienced the students' point of view of learning a new language.

This research can contribute to teachers training in K-12 school system and professional development in bilingual education. It is recommended that additive bilingual programs be adapted to develop both languages not transitional bilingual program which only emphasized one target language.

In the future study, we plan to enlarge the sample size and lengthen the lesson time and include inferential statistical analysis. The majority of participants have had bilingual backgrounds which might have affected the result of this study. Recruiting more monolingual subjects could be an option. A longitudinal study is also needed to examine our hypothesis more accurately. Moreover, there is a possibility that the participants' short-term memory might have affected the improvement of their performance in assessments. Therefore, for more accuracy, a further assessment, post-test needs to be reconducted a few days later to exclude other potential variables.

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