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**Benefits and Drawbacks of a Bilingual Education when Comparing it to a
Monolingual Education**

by

Ga Yun Lee

**A Capstone submitted in partial fulfillment of the requirements for the degree of
Masters of Arts in Education.**

Hamline University

Saint Paul, Minnesota

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To my husband Calvin, mom, dad, Ria, and all my family- Thank you for supporting me on this journey. You were always there for me. I love you all.

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CHAPTER ONE

INTRODUCTION

My mom and dad always tried to immerse me in English within my environment as I grew up, exposing me to movies that young children could watch and communities where I could make friends who spoke English. It wasn't only my parents who were focused on helping their child acquire a second language. Lots of parents were seeking bilingualism in both South Korea and the United States. My experiences are one of the reasons why I became an English Language Learner (ELL) teacher.

In my experience as an educator, I see parents who feel the same way and want to have their child educated in a setting where they learn English, while still keeping their first language so that their child is bilingual. According to Samson and Collins (2012), one in four students in the US are learning English as a second language and speak a different language at home (Samson & Collins, 2012, as cited in Huang, 2017, p. 12). Parents who want their child to be bilingual are more likely to select a school where their child can learn an additional language other than their first language. They also want their child to maintain their first language and culture. Other parents, who have a different perspective, want their child to quickly become proficient in English. These parents are more likely to select a school that is a traditional English-speaking school.

In addition, there are lots of native English speakers who want their children to be bilingual, and so send them to a bilingual education setting. As bilingual education develops in our society, parents in both immigrant and native English-speaking families have choices for their child to become monolingual or bilingual. Despite the increasing population of those who want to acquire a second language, parents who want their child to be bilingual do not know the benefits and drawbacks of bilingual education.

In my personal and professional life, I have seen parents who prefer their children to learn both languages, their home language and English. They want to share and pass down their heritage to their children, but they don't want their child to fail academically in an English-speaking country. Many native English speakers also send their children to immersion schools so their child will speak two languages. As I see some parents who choose to send their child to an immersion school and other parents who choose to send their child to traditional monolingual education, it gives me the motivation to explore the benefits and drawbacks of both bilingual and monolingual education. Also, I am curious as to why parents choose either a bilingual or monolingual education program for their child's education. I wonder what some benefits and drawbacks of receiving bilingual education are. That is why I am studying this topic. This thought led to my question: *“What are the benefits or drawbacks of a bilingual education when comparing it to a monolingual education?”*

Personal Experience

I grew up in South Korea. Overall, South Korean parents are passionate about learning English. My parents were also very passionate about teaching English to me since I was young. The primary reason that my parents taught and created an

environment for learning English was that they believed that acquiring a second language would expand my global perspective. Because there was lots of exposure to English around Korea, my love of language developed in my mind. I had the desire to communicate with English speakers and understand movies without Korean subtitles. These motivations from a young age are the main reason I am an ELL teacher. I know many parents who want their child to be bilingual do know know the benefits and drawbacks of bilingual education. I myself did not know of specific, proven benefits, despite my background.

Looking back to my childhood, my parents tried to create an environment to acquire English language in daily life, such as showing me movies that were in English and connected with one of my personal interests: music. For example, I loved watching the movie *The Sound of Music*, and I memorized all the lyrics and lines from the movie. Even though I was living in South Korea, I learned English from movies. The music in the movie gave me the desire to learn English. In addition, after kindergarten class, I went to an English academy during the evening, where all the kids came to learn English. These experiences led me to participate in summer English camp for almost every summer break in South Korea, without discomfort when listening to and speaking English.

This is not a special case in South Korea. Most parents in South Korea advocate for early English education and additional studies at an academy. If it had not been for my parent's guidance to gain familiarity with the English language, I would not have wanted to participate in the English camp. By exposing me to a language other than my home language, my parents naturally supported my bilingualism.

One of my friends, whose wife is Japanese, sends their children to Japanese immersion school. The two want their children to speak Japanese and English. Their children have been exposed to two languages since they were in kindergarten. The main reason that they wanted their children to speak Japanese and English is to pass on their culture and language and support their children's living in an English-speaking country. In addition, they wanted their children to communicate with their grandparents in their home languages. Like my parents and myself, they did not know the specific benefits of their children learning a second language.

On the other hand, there are parents who have a different viewpoint about language. A Korean couple, who are friends of mine, chose not to send their kids to Korean immersion school. Their children were born in an English-speaking country; therefore, they are not going to use Korean as much as English in daily life. For these reasons, they do not need to teach them Korean to the point of being bilingual.

When I student taught, one of the kindergarten students did not want to speak Spanish at home even though Spanish was her first language. Her parents were very concerned that she did not speak Spanish at home because they wanted to communicate with her in Spanish. As an educator, I should know what the benefits of bilingualism are; therefore, I can tell both parents and students why they need to practice both languages.

The stories I related above surprised me because there seem to be two very opposite perspectives on the importance of bilingual education. I realized that I was unable to counsel or inform parents on the topic because I was not familiar with the research on the topic.

My love of language and desire to learn English as a result of my parents' efforts have carried into my adult life as an English language educator, where I mostly work with ELL. I observed that some students seem very confused about learning two languages at the same time, using English at school and using a different language at home.

Another student I had in a high school setting did not want to learn English because he could communicate with friends and family in Spanish. He did not have the desire to learn English at school. I felt pointless because I could not say anything but, "Since you are here at school and everyone learns English, why don't you give it a try?"

I wanted to give students positive motivation to learn English. If I cannot persuade my students to see why they must learn English, I want to at least show them the benefits of learning English. In addition, I want to give parents positive motivation about bilingualism for their children. Also, knowing the benefits and drawbacks of bilingual education would be supportive not only to ELL teachers, but also general education teachers and special education teachers who have ELL students in their classroom. To motivate students, parents, and teachers, I want to study the benefits and drawbacks of bilingual education and explain them to my students. I believe that after explaining the benefits and drawbacks of bilingual education in detail, students will have a positive internal motivation for learning English or any language other than English.

Research Motivation

This project is to explore the benefits and drawbacks of bilingual education and monolingual education. I want to know what other researchers say about both education settings and what the differences between bilingual education and monolingual education

are. My personal experience with students in kindergarten and high school has led me to wonder about the benefits and drawbacks of bilingual and monolingual education, as well as made me realize that parents need unbiased information to make the best decision for their child. My goal for this project is to understand the benefits and drawbacks of bilingual education compared to monolingual education; therefore, I can explain and motivate students and parents who want to acquire the second language.

Summary

In this chapter, I introduced my personal experience, the motivation of the research. As a language educator, I want to support and give strong motivation to not only my students, but all the students who learn second languages, parents, and teachers. The purpose of this project is to understand the benefits and drawbacks of bilingual education compared to monolingual education.

Chapter Overview

In Chapter 2, I will provide a literature review that focuses on the benefits and drawbacks of bilingual education and monolingual education. The literature review will give information about bilingual education including immersion program models and bilingual theorist Cummins' theories: the threshold theory and developmental interdependence hypothesis. The second part of the literature review will be about the benefits and drawbacks of bilingual education. The last part will be about the benefits and drawbacks of monolingual education. In Chapter 3, I will provide research from quantitative and qualitative methods with detail about data collection. Chapter 4 will be an analysis of the data that I get from a survey of the parents both bilingual and

monolingual setting and students' reading and math scores. Finally, the conclusion will be in Chapter 5.

CHAPTER TWO

LITERATURE REVIEW

Both my experiences learning English and my professional experience with ELLs have shown me that many parents want children to be bilingual, but also there are many parents who don't think it is necessary to learn or maintain their home language. These experiences made me curious about the field of bilingual education, which led me to my question: "*What are the benefits or drawbacks of a bilingual education when comparing it to a monolingual education?*" This question allows me to deeply explore the theories about, as well as the benefits and challenges of, what happens when children absorb multiple languages. This reviews literature related to bilingual education. The chapter has four parts: Bilingual Education, Benefits and Challenges of Bilingual Education, Monolingual Education, Benefits and Challenges of Monolingual Education.

Bilingual Education

This section is about bilingual education, which has diverse immersion program models for language learning. This part also provides bilingual education theories from Cummins (Cummins, 1976; Cummins, 1978), who is an expert on minority languages and a bilingual-education theorist. This information is crucial to parents in considering diverse dual language programs for bilingualism in order to improve both students' cultural heritage and academic achievement.

Bilingualism and history beyond. According to Freeman (1998), bilingual education is using two languages in advanced proficiency levels for instruction in an educational setting. In the past, it was more common for people to use two or more languages because they needed to, not necessarily because they wanted to (Freeman, 1998).

According to Fitzgerald (1993), the position of bilingualism has changed over time from the pre-colonial days. Bybee, Henderson, and Hinojosa (2014) agree with Fitzgerald (1993) that the history of bilingualism breaks into three big parts: early 1800s to the 1880s, 1880s to early 1900s, and mid-1900s to present. Until the 1880s, using two or more languages was a very common situation (Fitzgerald, 1993; Bybee et al., 2014). It was very natural to speak two languages depending on a person's situation and their class, such as slavery (Fitzgerald, 1993). Also, bilingualism was critical for people seeking to trade, educate, and spread religion (Fitzgerald, 1993). Since using multiple languages was accepted and respected in society, multiple language use was reflected in public policy, education, newspapers, and multilingual theater production (Bybee et al., 2014).

The second phase of the history of bilingualism, which is the 1880s to early 1900s, was different than the early 19th century. Fitzgerald (1993) and Bybee et al. (2014) emphasize shifting periods of English nativism. It was the period in which a large number of immigrants settled in North America, such as the Irish, Russian Jews, Germans, Swedes, Norwegians, Sicilians, Neapolitans, and Chinese (Fitzgerald 1993). With these immigrants, society campaigned for "Americanization" to increase the strength of English language (Fitzgerald, 1993; Bybee et al., 2014). Encouraging

Americanization caused non-English speakers to lose the right to use their home language or other languages besides English, which developed an “English-only” language ideology in US education (Bybee et al., 2014).

The last phase of the history of bilingualism is the mid-1900s to the present (Fitzgerald, 1993). This phase pushed to “Americanize” with the “English-only” ideology was widespread in US schools and society (Bybee et al., 1994). However, later in the 1900s, despite the popular “English-only” ideology, some schools still worked to support bilingualism. Starting in 1968, the Bilingual Education Act was authorized to support bilingual students in public school (Stewner-Manzanares, 1988). Society moved towards accepting immigrant communities speaking non-English languages and switching languages conditionally. For example, in 1974, the Bilingual Education Act (BEA) was reauthorized by President Johnson (Fitzgerald 1993, Bybee et al., 1994). Since the Bilingual Education Act, students from non-English speaking families have had services to learn English at school in the United States (Fitzgerald 1993, Bybee et al., 1994).

According to Klein, Bugarin, Beltrancena, and McArthur (2004), the population of bilingualism has more than doubled from 6 million to 14 million between 1979 and 1999. As minority populations grow, bilingual programs and cultural pluralism gain support (Freeman, 1988).

Cummins’ theories. Jim Cummins is a leading scholar in bilingualism and bilingual education (Baker & Hornberger, 2001). Cummins’ study in bilingualism changed the view of bilingual education and provided better understanding of it (Baker & Horberger, 2001). Cummins developed hypotheses which connected learners’ cognitive development with academic achievement in bilingual education (Cummins, 1976;

Cummins, 1978). There are two hypotheses: the threshold hypothesis (Cummins, 1976) and the developmental interdependence hypothesis (Cummins, 1978). Research in both hypotheses helps educators to understand cognitive development with multiple language learning. This section will provide an overview of Cummins' two hypotheses. The second part of the section will be about how cognitive development affects one's academic achievement.

Threshold Hypothesis. Threshold hypothesis is a theory that asserts that when two languages are well balanced, bilingualism can stimulate cognitive development (Cummins, 1976). This theory uses the metaphor of crossing a "threshold," or an entrance, for proficiency level. There are levels in learning two languages. The first threshold is called semilingualism (Cummins, 1978). When a child has challenges in the target language, it is called the first bilingual threshold. This brings low levels of competence in both languages because the child does not have much knowledge of the first language, which delays decoding skills in the target language (Cummins, 1976). The second threshold is called dominant bilingualism (Cummins, 1978). In this threshold, a child has a native level of one of the languages, which affects cognitive development neither negatively nor positively (Cummins, 1976). The last stage is additive bilingualism (Cummins, 1978). Cummins found that in this stage, a child is at an advanced level in both languages, and it is the stage with the most positive cognitive advantages (1976). Figure 1 is what Lee (2004) has drawn from Cummins' (1978) threshold hypothesis, which he adopted from Toukomaa and Skutnabb-Kangas (1976).

Figure 1: Threshold Hypothesis

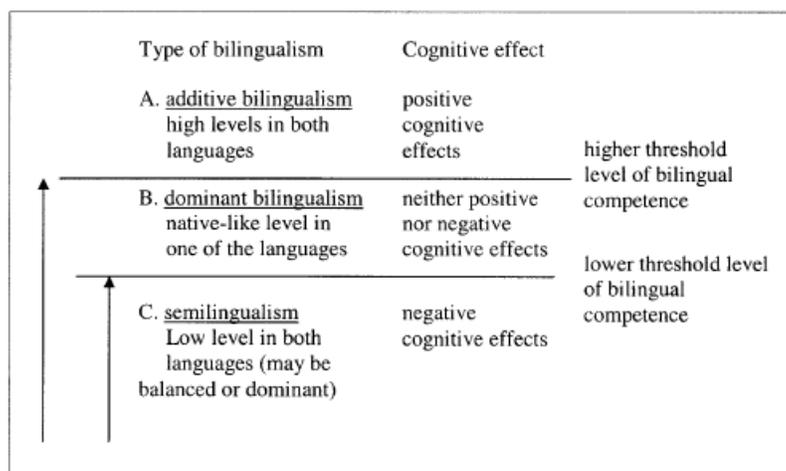


Figure 1. Description of Cummins' threshold hypothesis for language acquisition (Cummins, 1978).

Lee and Schallert (1997) and Ricciardelli (1992) agree with that language thresholds positively influence cognitive development. Language proficiency is not a simple concept. It is a compound concept of language competence, metalinguistic awareness, and ability to communicate in all four domains: reading, speaking, listening, and writing (Lee & Schallert, 1997). When a student achieves a certain threshold level, students obtain positive effects of cognitive development.

Lee and Schallert (1997) demonstrated the relationship between different levels of the second language (L2) proficiency and reading performance based on the threshold hypothesis by examining subjects' knowledge of vocabulary and grammar structures. A student who has a high L2 proficiency level is more likely to use L1 reading strategies and behaviors to help with L2 reading than a student with low L2 proficiency level (Lee & Schallert, 1997).

Ricciardelli (1992) researched the three different threshold levels and their relationship to cognitive development. The researcher divided students into six subgroups of both Italian-English bilingual students and English monolingual students. Monolingual students were separated into High English or Low English groups; bilingual students were separated into High English and High Italian, High English and Low Italian, Low English and High Italian, and Low English and Low Italian. Ricciardelli (1992) tested three sections: creativity, metalinguistic awareness, and other cognitive areas. The creativity section measured two parts for five- and six-year-old children: "Thinking Creatively in Action and Movement (Fluency and Imagination) and Verbal Fluency scale from the British Ability Scales" (Ricciardelli, 1992). Metalinguistic Awareness measured word discrimination, word length, word print, symbol substitution, and word order correction (Ricciardelli, 1992). Non-verbal abilities tested with activities called Animal House, Geometric Design, and Block Design were measured as "other cognitive areas including word reading" from British Ability Scales (Ricciardelli, 1992).

The researcher found different cognitive measures depending on the subgroups. Ricciardelli (1992) studied six subgroups to examine students' cognitive development in each of the different thresholds. The researcher found different cognitive development depending on the subgroups. Ricciardelli (1992) utilized the threshold hypothesis with six subgroups to study the influence of cognitive development at each stage from the threshold hypothesis. The High English and High Italian (bilingual) group performed better overall in creativity, metalinguistic skills, and other cognitive areas than High English (monolingual) and High English and Low Italian (bilingual) groups (Ricciardelli, 1992). There were no significant differences between the three High English groups:

High English monolingual, High English and Low Italian bilingual, High English and High Italian bilingual. However, the High English and High Italian (bilingual) group had the highest performance rate compared to the other groups (Ricciardelli, 1992).

Regardless of monolingualism or bilingualism, if groups have a high English proficiency, they perform significantly better on academic tasks than groups with low English proficiency. These studies give merit to the threshold hypothesis because they demonstrate that more linguistic knowledge in the form of bilingualism leads to more cognitive benefits.

From Cummins' (1978) threshold hypothesis, there are clear benefits to supporting individual students' cognitive development through language learning, regardless of challenges faced based on starting at the first language proficiency level.

Developmental Interdependence Hypothesis. The second Cummins' theory is the developmental interdependence hypothesis (Cummins, 1978). The developmental interdependence hypothesis states that skills in one language will benefit skills in another language (Cummins, 1978). If the first language is developed, it will be easier to develop a second language acquisition, including academic achievement (Cummins, 1978).

Understanding the developmental interdependence hypothesis is crucial to understanding bilingual students' academic development (Cummins, 2000). The developmental interdependence hypothesis relates to the ability of students to transfer their knowledge of one language in order to help them with another (Figure 2 below).

Figure 2: Developmental Interdependence Hypothesis

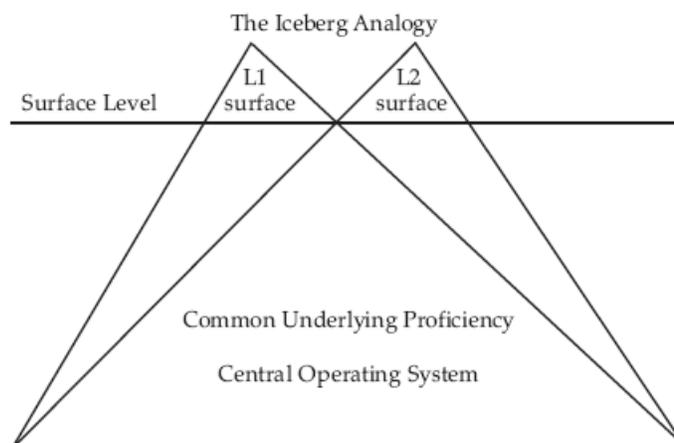


Figure 2. Description of Cummins' Developmental Interdependence Hypothesis (Cummins, 2000).

Verhoeven (1991) showed the transfer of L1 skills to target language, which demonstrates developmental interdependence between two languages. Verhoeven (1991) conducted research about children's reading ability (Verhoeven, 1991, as cited in Cummins, 2000). Children received instruction in Turkish language arts and then, two months later, received instruction in Dutch language arts in the same context (Verhoeven, 1996, as cited in Cummins, 2000). In bilingualism, an individual will interdependently use both languages based on the information he or she has (Verhoeven, 1996, as cited in Cummins, 2000). From this theory, having strong skills in a first language is the most important part to developing a second language and benefiting from bilingualism (Verhoeven, 1996, as cited in Cummins, 2000).

However, Ramirez (1985) asserted a different view of the developmental interdependence hypothesis. Ramirez (1985) conducted research that showed second-language development is strongly dependent on students' first-language proficiency. Ramirez (1985) compared three consecutive years of students' Spanish (L1) and English

(L2) language proficiency from first grade in bilingual education schools. Ramirez (1985) expected that students with low Spanish proficiency would perform poorly in English and vice versa based on the developmental interdependence hypothesis. However, students tended to favor one language, which caused degeneration in Spanish (L1) and progression in English (L2). This means bilingualism brings benefits only when an individual has a strong first language.

Bilingual Education and academic achievement. According to Jong (2002), one of the goals of Two-Way Bilingual Education (TWBE) programs is that students reach academic achievement at grade level in both languages by the end of the fifth grade. Marian, Shook, and Schroeder (2013) show significant academic achievement with students who received two-way bilingual education regardless of whether they were majority-language students or minority-language students.

Marian et al. (2013) measured standardized achievement test scores for both minority-language students and majority-language students in reading and math in English. There are four subgroups: two-way immersion with native Spanish (TWI-S) speakers, traditional (EL) program instruction (TPI), two-way immersion with native English (TWI-E) speakers, and Mainstream Classroom (MC). The methods were comparing TWI-S (Spanish speakers) and TPI (Spanish speakers), TWI-E (English speakers) and MC (English speakers) to measure accurate language growth (Marian et al., 2013). TWI-S and TWI-E groups significantly outperformed TPI and MC. Students who were receiving two-way immersion instruction improved across grade level from third to fifth grade.

In addition, higher-grade students showed relatively high performance in reading and math than lower-grade students (Marian et al., 2013). From this result, both minority-language students and majority-language students have benefited academically from two-way immersion (Marian et al., 2013). Jong (2002) also demonstrated that both Spanish speakers and English speakers performed above grade level in Spanish reading and math. Spanish speakers were able to maintain proficiency in their home language, and English speakers developed their second language. In addition, measurements in English achievement were also above grade level for English speakers and Spanish speakers. English reading for Spanish speakers showed scores a little below the grade level; however, they were approaching grade level (Jong, 2002).

Unlike Marian et al. (2013) and Jong (2002), Baker and Hornberger (2001) showed learning difficulties in immersion programs regarding academic ability (IQ) and socioeconomic status (SES). According to a study by Genesse (1976), first-language cognitive/academic measures strongly relate to students' academic performance in a second language within immersion programs (Genesse, 1976, as cited in Baker & Hornberger, 2001). Even though the IQ score is a predictable measure of academic performance in a second language, there are some inconsistencies depending on different developmental trends (Genesse, 1976, as cited in Baker & Hornberger, 2001).

Teachers' language ideologies in dual language programs. Either in two-way immersion instruction or traditional EL instruction, language policy and teachers' language ideologies are an important part of students' language learning. Teachers' language ideologies permeate in classrooms where students absorb languages (Henderson, 2017). Henderson (2017) and Li et al. (2016) demonstrates how important

classroom language policy is not only for the students' academic performance in their first language (L1), but also their second language (L2). Gort and Pontier (2013) also demonstrate that teachers' language use is a direct influence on students' communication skills, academic achievement, and management function.

Henderson (2017) asserts that teachers' language ideologies mediate language policy even though there are somewhat different language ideologies. Teachers' language ideologies create a classroom to support students' language learning, which has a strong possibility to bolster students' academic performance.

Henderson (2017) proves students' language abilities can be supported in different ideologies with a real-life example. Mariana and Michael in Henderson (2017) are both teachers and Spanish speakers in different dual-language bilingual education. Mariana is an assimilationist and asserted that supporting mother tongue will strengthen learning another language. Unlike Mariana, Michael is a pluralist. Michael disagreed with separation of languages. Michael asserted that code-switching, which is engaging two languages and switching back and forth commonly, is very natural and normal, and separating classroom and activities for different languages prevents the natural phenomenon. Michael would let students speak any languages in his classroom (Henderson, 2017).

In Mariana's language ideology, students have a strict language policy in the classroom and minority-language speakers will be ready to transition to the second language (English) (Henderson, 2017). On the other hand, Michael's classroom modeled code-switching between English and Spanish to students, giving them languages choices,

making linguistic connections, and translating for students' academic purposes (Henderson, 2017).

There are different methods to build bilingual classrooms and give students an opportunity to acquire a second language. Regardless of the program model, teachers have a strong and positive ideology towards bilingual education even if there are some drawbacks of the bilingual education.

Benefits of the Bilingual Education

There are positives to bilingual education. It is important for parents to know the benefits of bilingual education to best support their children. This section will demonstrate the positive impact bilingual education can have on children's academic achievement.

Positive point of view. Cummins (1978) finds significantly greater awareness of linguistic operation with students in bilingual education. Ardasheva et al. (2012) and Huang et al. (2017) agree with Cummins in that EL students have higher academic achievement than monolingual when they have high proficiency levels in two languages.

Linguistic awareness. Cummins (1978) demonstrates performance in linguistic awareness between a bilingual group and a monolingual group by testing four different areas based on the tasks developed. (Osherson & Markman, 1975, as cited in Cummins, 1978). Cummins (1978) conducted a study comprised of 80 third grade and 26 sixth grade students. Cummins (1978) drew results based on three tests: meaning and reference, arbitrariness of language, and nonphysical nature of words. Students from two

of these schools had English as their first language and were taught in Irish, which was their second language.

The result of Cummins' (1978) experiment showed that bilingual students had higher rates in understanding the meaning of a word to refer to physical existence independently (Cummins, 1978). Also, 70% of bilingual students were able to interchange words compared to 27.5% of monolingual students (Cummins, 1978), which means students who speak two languages are more likely to understand vocabulary than monolingual students.

King and Mackey (2007) advocate for Cummins' theories of linguistic awareness. According to King and Mackey (2007), bilinguals are more likely to recognize differences between the target language and home language and will do so sooner than monolinguals because bilinguals have a more sophisticated understanding of languages. Because of the different phonetics and syntax, knowing two or more languages provides a different perspective, which gives the speaker the ability to be aware of a language as a system. This ability is often referred to as metalinguistic awareness. Metalinguistic awareness is the ability to reflect on multiple languages. For example, if a person understands multiple languages as a system, it benefits them to switch their minds to a different language system (King & Mackey, 2007).

Cognitive development and academic achievement. There is a positive relationship between second language acquisition and academic achievement (Crawford, 1999). Crawford (1999) asserted that bilingualism has correlated with cognitive and academic growth. With two symbolic systems in language, a person is allowed to think of various approaches to solve a problem. Maniatis (2009) agree with Crawford (1999) that

bilingualism affects academic achievement. Maniatis (2009) measures 264 Hispanic children between ages three to five in three parts: language proficiency in English with *Woodcock Language Proficiency Battery-Revised* (WLPB-R), academic achievement in reading and math in English with the *Iowa Test of Basic Skills, Form A* (ITBS), and academic achievement in reading and math in Spanish with *Lograms*. The result of this study shows a meaningful relationship between language and academic achievement (Maniatis, 2009). The study shows that reading and math achievement in English is significantly related to subjects developing their first language (Spanish) oral language in preschool. This result supports the developmental interdependence hypothesis, where students have the ability to transfer language from their first language (Spanish) to their second language (English), dependent upon their knowledge of home language skills.

Lindholm (2009) also found that bilingualism correlates to significant positive academic growth in both English and Spanish with first grade to fourth grade students. When students had knowledge of Spanish, students were able to develop mathematical concepts and skills regardless of English proficiency levels (Lindhome, 2009, as cited in Maniatis, 2009). In addition, bilingual students who had a high language proficiency were shown to do better academically when compared to students who were at medium and lower proficiency in English reading achievement. (Maniatis, 2009).

These advantages are consequences of bilingual students' literacy skills. King and Mackey (2007) asserted that bilinguals are creative and have stronger metalinguistic awareness, which leads to stronger academic skills, reading proficiency, and reading readiness. Bilingualism promotes individuals' metalinguistic awareness, communicative skills, and executive functioning, which has the potential to foster a higher linguistic

proficiency (Huang et al., 2017). Encouraging reading in English improves students' oral English and grammatical knowledge, even with students who were slower to develop English as a second language. (Huang, et al, 2017). Huang et al. (2017) demonstrated that bilingualism promotes academic skills, reading proficiency, and reading readiness.

However, Lee (2004) and Gopnik and Choi (1990) have a slightly different point of views about theories. Instead of agreeing that bilingualism supports cognitive development, Lee (2004) and Gopnik and Choi (1990) think environment and cognitive readiness influence one's academic achievement. Lee (2004) draws the conclusion that environmental factors should be considered when measuring cognitive development and academic achievement in bilingual education. Since there are several threshold levels in the threshold hypothesis, there are a variety of bilingual developmental stages depending on instructional methods or environmental influence, such as family support, playmates, and children's attitude towards language learning (Lee, 2004).

Monolingual Education

This section of the literature review will look at the benefits of receiving a monolingual education. It will explain monolingual education and language theorist Chomsky's general language acquisition theory. In addition, I will explore the benefits of the monolingual education.

What is Monolingual Education? According to Ellis (2006), it is hard to find information and studies that talk about monolingual education compared to bilingual education. Speaking one language tends to be the expected norm over time history (Ellis, 2006). Ellis (2006) claims that monolingual phenomenon is "unmarked," like a prototypical concept. Linguistic dictionary *Macquarie* defines monolingual as:

Monolingual:

(adj) “able to speak only one language” (*Macquarie Dictionary* as cited in Ellis, 2006)

(n.) “1. A person who knows and uses only one language.

2. A person who has an active knowledge of only one language, though perhaps a passive knowledge of others.” *Longman Dictionary of Language Teaching and Applied Linguistics* (Richards & Schmidt, 2002, as cited in Ellis, 2006, 2008).

Shorter Oxford English Dictionary calls it *monoglot*, which it defines as “that speaks, or understand only one language” (as cited in Ellis, 2006). Also, *unilingual* is a synonym for monolingual (Crystal, 1987, as cited in Ellis, 2006). Khan (2011) agrees with the *Macquarie Dictionary* entry that Ellis (2006) mentions by defining monolingual as “the ability to speak only one language.”

Not all the linguistic dictionaries define *monolingual* equally. Because language acquisition has different levels of acquisition, Richards and Schmidt (2002) considered a person monolingual if they have a passive knowledge of other languages (as cited in Ellis, 2006).

Despite several different definitions of the monolingual education, this research defines monolingual as “a person who knows and uses only one language” (Ellis, 2006).

Chomsky’s Language Acquisition Theory. There are different perspectives towards language theories, and Chomsky’s Language Acquisition Theory is the most widely accepted. Chomsky’s (1965) perspective of “ideal speaker-listener” (p3) is a person who is fully involved in a homogeneous language community (as cited in Kachru, 1994). Chomsky asserted that there is a universal grammar (UG) in a person’s mind (Lin, 1999); that UG is an innate part of human’s biological inheritance (Lin, 1999); and that language is acquired, not learnt (Chomsky, 1998 as cited in Lin, 1999).

According to Hurford (1989), Chomsky asserted that language is a mechanically constructed, which is called language-acquisition device (LAD). Chomsky (1965)'s theory of LAD is that a child is exposed to the primary linguistic data (input), which comes out as a generative grammar (output). Those input across to the LAD hypothetically (Chomsky, 1965). Hurford (1989) agrees with Chomsky and Chomsky's LAD theory that every newborn child has biologically programmed their first language and ability to acquire knowledge of their language in specific ways, such as the structure of the language and input experiences acquired from family members. In addition, a child tends to acquire their first-language knowledge structure naturally (Hurford, 1989).

Figure 3. Description of the LAD model of L1 acquisition

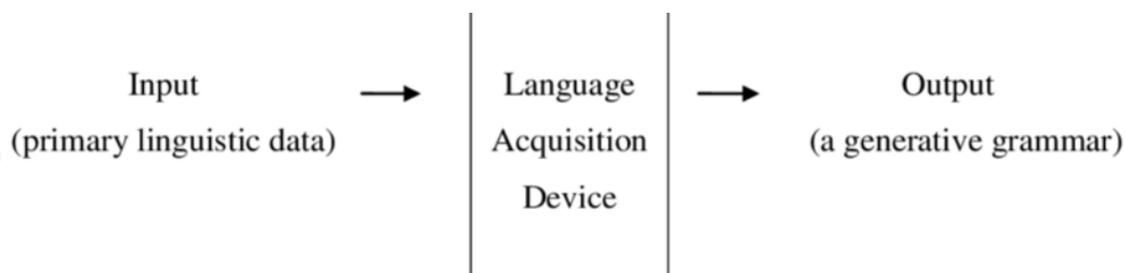


Figure 3. Description of the LAD model of L1 acquisition (Cook & Newson, 1996)

Chomsky's LAD theory (1965) is the first language acquisition and it is a natural ability to a newborn child. Cook and Newson (1996) demonstrate first language acquisition by comparing Chomsky's LAD theory with learning to play games such as snooker. If a person observes a game, he could learn sequences. However, observation is not all it takes to learn a game (Cook & Newson, 1996). He needs other reinforcement such as observing other people making mistakes, learning from his own mistakes, and other related guidebooks, just like a newborn child learning the first language with their family language and culture (Cook & Newson, 1996).

However, some scholars have a totally different opinion on Chomsky's LAD theory. Unlike Chomsky, who says language is a natural ability to an individual, Lin (1999) asserts that learning language is practice and training. According to Lin (1999), there is "ordinary language," which is a language that is rule-governed and conventionalized. Quine (1960), Strawson (1970), and Dummett (1978) agree that learning human language is directly related with "ordinary language." Humans learn language through training, learn general learning mechanisms, and practice according to the language rule (as cited in Lin, 1999).

Benefit of the Monolingual Education

This section will explore the benefits and drawbacks of monolingualism. Unlike bilingualism, research on monolingualism is not as widespread.

Positive point of view. Kachru (1994) theorizes on *fossilization* in language usage. According to Kachru (1994), *fossilization* is the systematic error that a second language performance unconsciously made in language rules and structure.

Monolingualism is much simpler than bilingualism, since an individual is exposed to only one language for his or her entire life (Kachru, 1994). Children who are monolingual can develop their linguistic ability like natives, therefore problems of bilingualism do not apply to monolingual children (Kachru, 1994).

In addition, Kachru (1994) asserted that the second- or third-language acquisition would hinder a child's sociocultural competence, which is the ability to apply intercultural knowledge and skills. Since the first language is acquired with a child's motor skills, cognitive skills, and sociocultural skills while a child grows, the second language does not work like the first language (Kachru, 1994). Lots of positive points of

view on monolingualism would be the opposite of the drawbacks of bilingualism. There were some problems such as language shift (Crawford, 1999) and a worry about language acquisition delay since the home language is different (King & Mackey, 2007).

Challenges of Bilingual Education and Monolingual Education

Bilingual education and monolingual education are based on different theories. These two education systems have their own strengths; however, there are some drawbacks on each of the linguistic choices. Generally, benefits of monolingualism would be the drawbacks of bilingualism and benefits of bilingualism would be the drawbacks of monolingualism. This section will provide more in-depth analysis of drawbacks of each education choice. The second part is about teachers' points of view towards language ideology.

Challenges in bilingual education. Even though there are advantages in cognitive development in bilingual education, there are disadvantages when children learn two or more languages. According to Cummins and Swain (1986), if a child has low proficiency in both languages, a child cannot avoid cognitive disadvantages. Especially for the lower level in threshold hypothesis, it might bring negative effect on the children's development when they fail to achieve a certain level of second-language skills (Baker & Hornberger, 2001, Cummins, 1976, Cummins, 2000, Lee 1997; Lee 2004).

Erosion of heritage language and culture. Even though there are benefits of bilingual programs and positive teachers' ideology, bilingualism is still stigmatized. Losing cultural heritage or assimilating can cause less successful performance at school (King & Mackey, 2007). Agreeing with King and Mackey (2007), Crawford (1999)

demonstrated a survey with first- and second-generation immigrant students in Miami and San Diego. 72% of immigrant students preferred to use English as their dominant language rather than their home language, a minority language (Crawford, 1999).

Crawford (1999) asserted these language shifts to English as the dominant language happen because of a stigma on minority languages. King and Mackey (2007) agree with Crawford (1999) and find that some parents have concerns. Parents worry that maintaining their home language and culture delays English development for their child (King & Mackey, 2007).

According to Williams (1996), developing home language did not influence target language development (Williams, 1996, as cited in Cummins, 2000). Williams (1996) conducted research about the influence of language instruction on reading ability (Williams, 1996, as cited in Cummins, 2000). Williams (1996) found no significant differences on target-language reading skill development between students who improve their first-language reading skills and those who do not (Williams, 1996, as cited in Cummins, 2000).

As I studied more about bilingualism, I found that there are drawbacks of bilingualism as much as benefits. Compared to monolingualism, there are problems, and we cannot overlook these drawbacks. Difficulties with socioeconomic status, heritage language and home language, and culture are problems that people have to deal with every day.

Drawbacks in monolingual education. As there are a large number of studies about the benefits of bilingualism, Ellis considers monolingualism is a lack of skills (2006). Ellis (2006) adds that monolingualism is a limitation in cognitive,

communicative, social, and vocational potential of human potential. Learning a second language influences development of language-analysis skills intellectually (Australian Educational Council, 1994, as cited in Ellis, 2006). Not only does the individual benefit, but it brings a positive effect nationwide. Lo Bianco (1987) claims that learning a second language could bring cultural enrichment, vocation in economics by foreign trade, and social justice equality (as cited in Ellis, 2006). These benefits could not be replaced by monolingualism (Ellis, 2006).

Ellis (2008) claims that monolingualism could cause dangerous perspectives towards the world that we are living in. An individual who speaks only one language would lack skills (the second language) compared to other people who are bilingual or multilingual (Ellis, 2008). In addition, the monolingual does not have equal opportunity to learn or acquire the second language (Skutnabb-Kangas, 1996, as cited in Ellis, 2008). Oller (1997) agrees with Skutnabb-Kangas (1996) that monolingualism is like an illness since it uses only one language with which to see the world and reflects thoughts in one social structure (as cited in Ellis, 2008).

Translanguaging as part of language ideology. Li et al. (2016) agrees with Michael in Henderson (2017) about teachers' language use in the classroom. Li et al. (2016) proves that teachers' language use in a partner language influenced students' learning in partner languages. Li et al. (2016) studies Russian and Spanish in two-way immersion programs where half of the students are native speakers of the partner languages. Both schools show that when teachers used a partner language 100% the time, students use the language at higher rates when they communicate with teachers and peers during class activities. In addition, Li et al. (2016) provides that using partner languages

reflects translanguaging, which is the ability to communicate in complex social and cultural aspects. Implementing the partner language in dual language immersion programs has a direct relationship with students' language proficiency (Li, et al, 2016). Therefore, it has the opposite effect of monolingualism.

Gort and Poniter (2013) note three crucial points for growth in target language through bilingual interaction between teachers and students: scaffolding communication, providing academic support, and managing students and activities. Gort and Poniter (2013) agree with Michael in Henderson (2017) about code-switching for students' language improvement of academic vocabulary in the target language. Code-switching, they argue, allows students to expand knowledge of the target language. Code-switching is also useful for redirecting behavior or pacifying students (Gort & Poniter, 2013). Dual language programs support interaction between teachers and students so that students can learn from teachers' bilingual interaction instruction (Gort & Poniter, 2013). Teachers' language ideologies are another considerable aspect of bilingualism that parents should have a choice in when supporting their children's language learning (Gort & Poniter, 2013). School choices and teachers' language ideologies could be the one of the strategies to support children (Gort & Pontier, 203).

Summary

This chapter explored both bilingual education and monolingual education. Some positive points of views on bilingual education would be considered drawbacks of monolingual education and vice versa. To understand both linguistic choices in education, this chapter showed theories behind them. In the next chapter, I will explain the methodology I used to understand current parents and teachers' understanding of both

bilingual and monolingual education and why they are supporting one of the linguistic choices they made.

CHAPTER THREE

METHODS

Introduction

The goal of this capstone is to help understand why parents choose either a bilingual or monolingual education program for their child. My research question is: *“What are the benefits or drawbacks of a bilingual education when comparing it to a monolingual education?”* Chapter 2 described both bilingual and monolingual education and some benefits and drawbacks for both of the linguistic education settings. Regardless of the challenges in bilingual education, many immigrant and non-immigrant families send their children to bilingual programs for reasons such as retaining their cultural heritage, academics, and cognitive benefits. On the other hand, many immigrant families send their child to monolingual programs for their English-language acquisition.

This chapter provides the study’s data-gathering methods used for answering the research question. The result will demonstrate why parents choose one education setting over the other. In addition, for in-depth understanding of the research, I will use the Minnesota Department of Education website to find the Minnesota state standards average scores in reading and math, comparing scores from monolingual school settings to those from bilingual school settings.

Research Paradigm

The data collection method that will be employed is mixed-methods research. Mixed-methods research involves collecting and analyzing both qualitative and quantitative data, which was developed in the 1980s (Mackey & Gass, 2005). Implementing mixed methods is useful because more data can be collected and compared (*Journal of Mixed Methods Research*, 2015 as cited in Mackey & Gass, 2015). Conducting research with mixed methods leads to a richer information gain (Mackey & Gass, 2015). Johnson (1992) emphasized that triangulation, which has multiple data sets of either qualitative or quantitative data, reduces researcher bias and increases validity and reliability of results (Johnson, 1992, as cited in Mackey & Gass, 2015).

Description

This study will use quantitative and qualitative data. Mixed-methods research was selected to show a concrete and detailed view of parents' linguistic choices for their child's education and student's academic achievement. The quantitative data will be collected from the Minnesota Department of Education's data on Minnesota third grade students' reading and math scores. The qualitative data will be gathered by an in-depth survey from parents who send their English-language student to a bilingual school and those who send their students to a monolingual school.

Setting

The research will be conducted in two settings. The first setting for my capstone is a charter school in a small urban setting that serves as immersion education for grades K-9 in Minnesota. The second setting is a monolingual school that serves a diverse group of Minnesotans.

The immersion school was founded in 2014, and this is its sixth year of operation. For the 2019-2020 school year, the school had 200 students in total, of whom 90% are Asian, 6% are Black, 2% are White, and 3% are two or more races. The school's mission is to "provide immersion experience in additional language acquisition and culture by using research-based curricula, high standards for accountability and promoting an appreciation an appreciation for diversity and international cultures." To achieve their mission, the whole school staff combines education with cultural and linguistic immersion.

The second group interviewed are parents who have chosen to send their child to a variety of English-only or monolingual schools. They come from a number of different areas/communities in the Twin Cities in Minnesota. I will randomly select parents who qualify for this target group.

Participant Group 1

Participant Group 1 in this study are parents in the Parent-Teacher Organization (PTO) of the 2019-20120 school year. Their children attend a small urban charter school. There are 6 participated in the survey with open-ended questions. To qualify to take the survey, parents had to send their child to an immersion school for bilingual education.

Participant Group 2

Participant Group 2 are non-native English speakers from various cultures who send their child to monolingual schools. There are 5 participants who answered open-ended questions on their choice for their child. To qualify to take the survey, parents had to send their child to monolingual education and come from diverse linguistic and cultural family background.

Procedure

This study will use mixed methods to show reasons why parents send their child to both monolingual and bilingual educational settings. The survey will identify a little bit of background information about participants, such as their relationship with their child, cultural background, the primary language in their family, and how long the family has been in the United States (APPENDIX B). The second part of the survey will be open-ended questions to the parents, which will provide in-depth understanding of their linguistic choices for their child (APPENDIX C). After the survey, I will find Minnesota third graders' average scores in reading and math and compare them with immersion school third graders' scores in reading and math for the 2017-2018 school year. As a researcher, I would like to understand why parents choose either a bilingual or monolingual education setting for their child and what they are looking for from the education, which will be answered from open-ended survey questions.

Data Collection 1: Survey

According to Mackey and Gass (2005), descriptive data provides a simple summary of the data, which helps the researcher to obtain a better understanding of the overall data set. The survey, which is qualitative data, is divided into two parts. The first part collects background data on the participants. The second part collects data on the participants' choice in education settings and their satisfaction with those choices.

(Appendices A)

A research introduction letter will be sent out to parents prior to administering the survey. The survey is designed using closed- and open-ended questions to learn detailed information about the participants' background and the reasons for their choices.

According to Mackey and Gass (2005), closed-ended questions can be measured statistically and are therefore more reliable than opened-ended questions.

Data Collection 2: Reading and Math score

The Minnesota Department of Education (MDE) provides the Minnesota Comprehensive Assessment (MCA) score of reading and math for the state. My research will compare reading and math scores of the immersion school with the state average as quantitative data with composite score of all the grade who take the MCA test. These two averaged scores will give me statistical data and understanding of students' academic achievement, which I will analyze according to the research on the benefits and drawbacks of bilingual education compared to monolingual education.

Data Analysis

The data collected Minnesota average reading and math assessment scores and survey for both quantitative and qualitative data for accurate results. The statistical comparison between the Minnesota average scores and the immersion school's scores will be the quantitative data illustrating differences in students' academic achievement in either educational setting. The qualitative survey allows me to elicit detailed information on the parents' reasons for their linguistic choices.

Verification of Data

The survey will be open-ended questions to the parents in both groups (Participant Group 1: parents from the immersion school; Participant Group 2: parents with diverse cultural backgrounds who send their kids to monolingual education). The average reading and math scores of third graders in Minnesota will be compared with the reading and math scores of the third graders in the immersion school. The open-ended survey and the

scores are combined to understand the benefits and drawbacks of bilingual education compared to monolingual education.

Ethics

The research will be approved by Hamline University's Institutional Review Board, as well as the school where the study is conducted. The participants will have information about the survey and interview through Informed consent to Participant in Research form (APPENDIX A). As a researcher, I respect participants' ethnicities, culture, language, gender, socioeconomic status, and parental statuses (Educational Researcher, 2011). Adapting the Code of Ethics from Educational Researcher (2011), participants' privacy will be protected with following statements:

1. Parents and student's relationship, information records, and all other information from parents will be strictly confidential.
2. The name of the immersion school providing the reading and math score will be strictly confidential.

In addition, students' scores and the completed survey will be destroyed after the completion of this study for further protection of parent and student identities.

Summary

This chapter illustrated the methodology regarding the research question. It explained the mixed-methods research practices for investigating the study. The description of setting, participants, procedure, data collection methods, data analysis, verification of data, and ethics were explained. The following chapter will present the results of the data from this methodology.

CHAPTER FOUR

RESULTS

Introduction

The previous chapter indicated the methodology of this study and outline of the data collection techniques which were used.

My research question, “*What are the benefits and drawbacks of a bilingual education when comparing it to a monolingual education?*” was triggered by asking myself how to direct parents to choose either a bilingual education setting or a monolingual education setting for their child. I wanted to know not only so I could respond to parents, but in order to respond to students who have asked me why they need to learn English or another language. For the qualitative data, I utilized survey questions to elicit parents’ viewpoint on why they choose either a bilingual education or a monolingual education, and the perceived benefits and drawbacks of each language education setting. This survey will help me to understand current parents’ authentic perspective on the benefits and/or drawbacks of either a bilingual education setting or a monolingual education setting.

In Chapter 4, I will explain the process of data collection and the result of the collected data. As the previous chapter mentioned, it is mixed methods with qualitative and quantitative data. The first dataset is qualitative data, which is the survey. The survey

had two parts: background data on the participants (Part 1) and participants' choice in education settings and their satisfaction with those choices (Part 2). The second dataset will be quantitative data from state test scores. The Minnesota Department of Education (MDE) website provides Minnesota Comprehensive Assessment (MCA) score of reading and math average score for the state. I will compare state average score and the immersion school. The information and analysis in this chapter will help me better guide parents who are unsure of how to proceed with their child's education. I cannot make a decision for them; however, I can help parents and students to make their own choices for their child and themselves by sharing current parents' authentic position of each linguistic educational setting.

Data Collection Process

To answer my question "*What are the benefits and drawbacks of a bilingual education when comparing it to a monolingual education?*", a qualitative survey was conducted with two groups of parents. The parents in the first group are sending their child to a bilingual education setting. The second group of parents send their child to a monolingual education setting and come from diverse linguistic and cultural family background. Having an open-ended survey with parents from both education settings will elicit parent's perspective of the benefits and drawbacks of each education setting. The open-ended survey questions were designed to learn the background of the participants (Part 1); and after the participants' choice in education settings and their satisfaction with those choices, including benefits and/or drawbacks of their choices (Part 2).

Participant Group 1 Background DATA Result – Bilingual Education Setting

The first group of participants consisted of parents who are sending their child to a bilingual education setting. Six parents from the Parent-Teacher Organization (PTO) of the bilingual education setting participated in the survey. As you can see in the Figure 4, based on Part 1 of the survey (background of the participants), 67% of the parents were using English at home as a primary language. 33% of the participants are using more than one language at home as primary languages. (Figure 4)

Figure 4. Primary Language at Home (Participant group 1: Bilingual Education Setting)

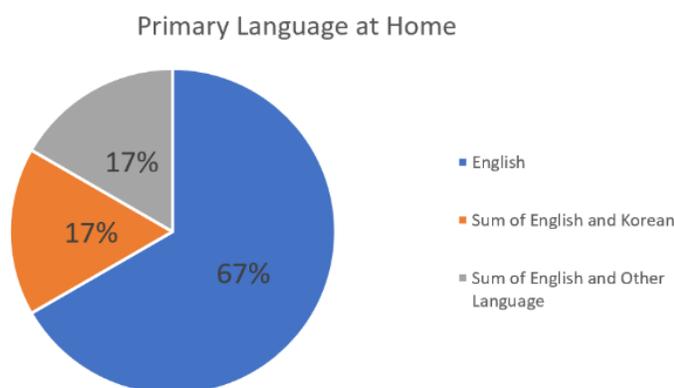


Figure 4. Chart description of Primary Language at Home

50% of the participants said their child had been born in the U.S. 33.4% said that their child had been in the U.S. for more than six years, as compared to 16% whose child had been in the U.S. for three to four years (Figure 5).

Figure 5. How Long Child Has Been in US (Participant group 1: Bilingual education setting)

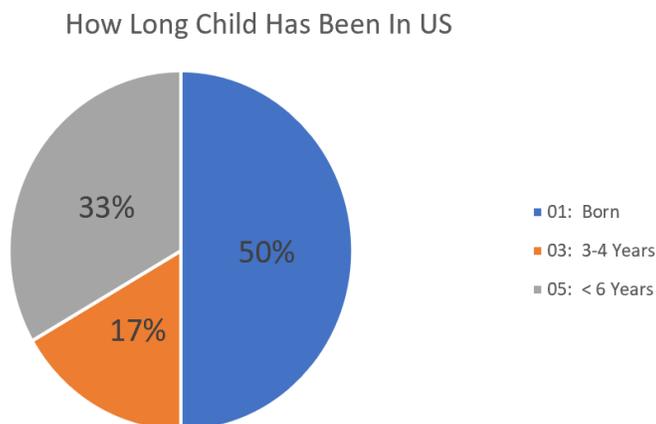


Figure 5. Chart description of how long the child has been in U.S.

Participant Group 2 Background DATA Result – Monolingual Education Setting

The second group of parents send their child to a monolingual education setting but have a linguistically diverse home background. Five participants from my friends and family participated in the survey. 80% identified Korean language as their primary language at home and 20% of use both English and Korean as their primary language at home (Figure 6).

Figure 6. Primary Language at Home (Participant group 2: Monolingual education setting)

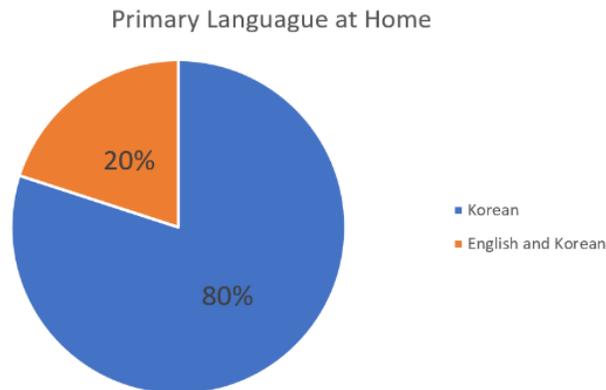


Figure 6. Chart description of Primary Language at Home

Just as with the bilingual education setting group, I asked how long their child had been in the U.S. 40% of the participants said their child had been born in the U.S. 40% of participants said the child has been in the U.S. for over six years, while 20% of participants answered three to four years.

Figure 7. How Long Child Has Been in US (Participant group 2: Monolingual education setting)

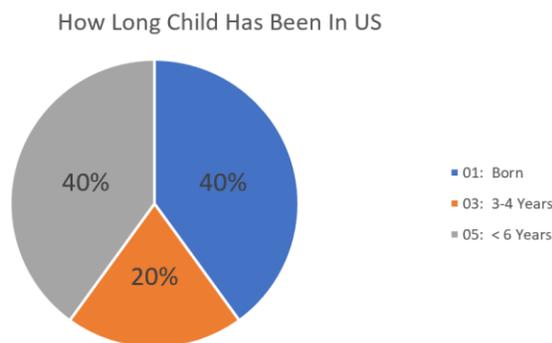


Figure 7. Chart description of how long the child has been in U.S.

This background information helps me to understand parents and their child's understanding of their family background; what language they are using; how long their child has been in the U.S.; and what the participants are looking for in their linguistic educational choices.

Participant Group 1- Benefits of a Bilingual Education Setting

After analyzing the results of the open-ended survey, I was better able to understand parents who are currently sending their child to bilingual education setting. Understanding the participants' answers about education settings and their satisfaction with those choices, including benefits and/or drawbacks of their choices, I can divide answers into three categories; 1. Self-esteem and confidence, 2. Culture and language, and 3. Academic benefits.

Figure 8 shows what parents think of benefits of bilingual education. 16.67% of the participants think that sending bilingual education has academic benefits for their child. 50% of the participants think that it benefits in the heritage culture and language. Lastly, 33.33% of the participants think that sending their child to bilingual education setting builds their child's self-esteem and confidence.

Figure 8. Benefits of Bilingual Education Setting

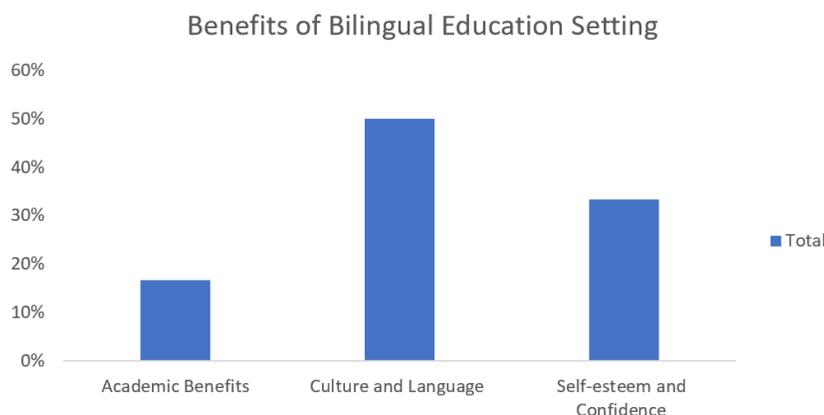


Figure 8. Description of benefits of bilingual education setting

As I mentioned in Chapter 2, bilingualism correlates with cognitive and academic growth (Crawford, 1990). 16.67% of participants are aware of the academic benefits of bilingualism. In addition, according to Cummins (1978)' Developmental Interdependence Hypothesis, bilingual education leads to academic benefits. When an individual learns two languages, one language will benefit another language interdependently (Cummins, 1978)

One interesting takeaway from this analysis is that 50% of participants identified culture and language as a benefit of a bilingual education setting. According to Figure 4, (Primary Language at home [Participant group 1: Bilingual Education Setting]) 67% of participant families use English as their primary language at home. Even though 67% of participants use English at home, 50% of participants were culturally connected to the bilingual school and sent their children there to connect with their heritage. Parents who are sending their child to monolingual education insists that the child could learn 100% in English at monolingual school, but the parents still felt the cultural aspect of bilingual

was important. 17 % of the participants use both English and Korean at home. This might be why many participants feel that bilingual education programs give their children higher self-esteem and confidence in their heritage culture and language when compared to being educated in a monolingual setting.

Participant Group 1- Drawbacks of a Bilingual Education Setting

Parents identify great benefits of a bilingual education. On the other hand, they also have some concerns about drawbacks of bilingual education (Figure 9). There are four categories of drawbacks: 1. Difficulty in Helping with Homework, 2. No Response, 3. Not Enough English Instruction at School, and. 4. School and Facility.

Figure 9. Drawback of bilingual education setting

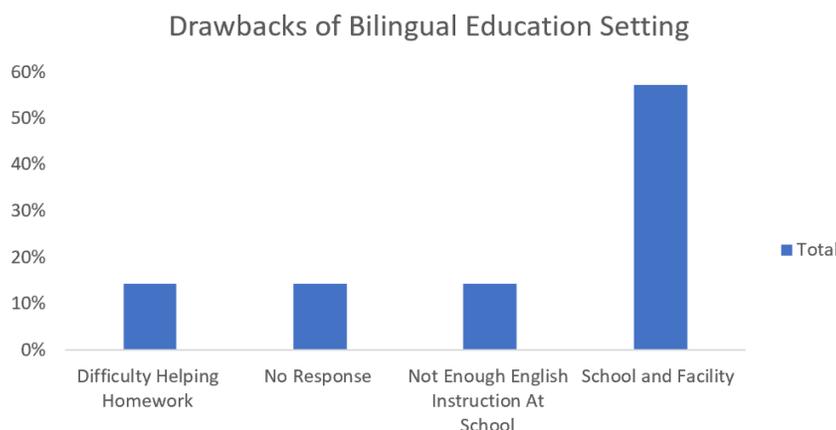


Figure 9. Description of drawbacks of bilingual education setting

14.29% of the participants agreed that it is difficult to help their child with homework, since 67% of participants use English as their primary language. Some participants are having a hard time with their child's homework because the target language at school is different than the home language. 14% of responses did not list any drawbacks. There are some worries about a lack of English instruction for 14.29% of the

participants, since the immersion school has different target language than monolingual education setting. One of the participants shared that they felt uncomfortable with the lack of English literacy instruction. They started that their child's friends at other schools read more difficult material, which frustrated their child. This is also related to Cummin's Developmental Interdependence Hypothesis (1978). According to Cummin (1978), it is easier to develop another language when the first language of an individual developed because an individual transfer their knowledge of one language to another. As 16.67% of participants agree that bilingual education setting has academic benefits, it might be inevitable that an individual need to develop strong first language to acquire a second language.

57.14% of the participants agree that the school and facility is part of drawbacks. Since it is a small charter school in a small school district, the school does not get as much funds as much as a big public school in a big school district gets.

Participant group 2- Benefits of a Monolingual Education Setting

Participants with a diverse cultural background who send their child to a monolingual education setting described some of the benefits they see in a monolingual education setting (See figure 10).

Figure 10. Benefits of Monolingual Education Setting

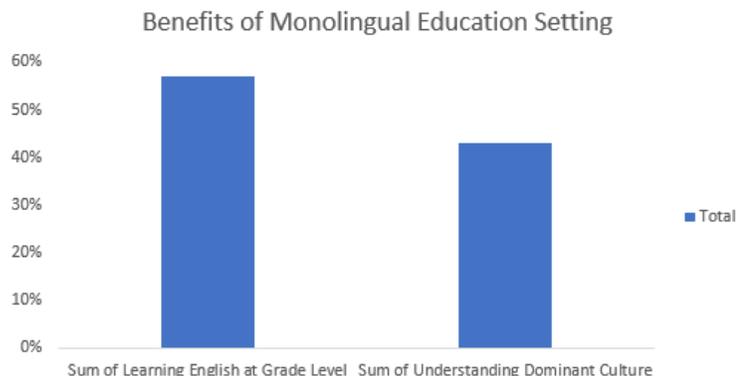


Figure 10. Description of benefits of a monolingual education setting

The survey answers are divided into two categories: Learning English at Grade Level and Understanding Dominant Culture. 57% of the participants agree that their child learns English at their grade level when they send their child to a monolingual education setting. In addition, 42.86% of the participants agree that sending their child to a monolingual education setting helps their child to understand the dominant culture better than their home culture, even though 80% of the participants use 100% Korean at home. Most of the participants agree that when they send their child to a monolingual education, the child tends to acquire English language naturally since they learn how to read and write in English regardless of how long they have been in the U.S.

Participant Group 2- Drawbacks of a Monolingual Education Setting

Choosing a monolingual education setting and learning English at grade level did not satisfy all the aspects of the participant. Figure 11 illustrates perceived drawbacks.

Figure 11. Drawback of Monolingual Education Setting

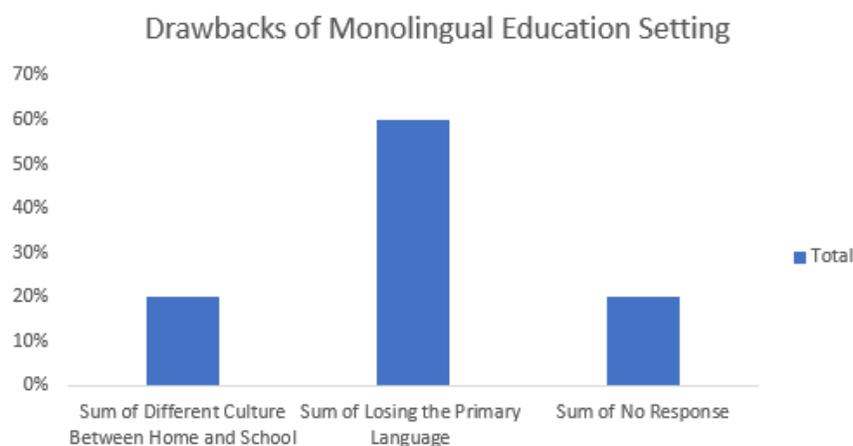


Figure 11. Description of drawbacks of monolingual education setting

20% of the participants said that there is a different culture between home and school. There is a generational difference between parents and child; however, they are having different cultural value between parents who have their first language culture and child who acquire more culture at school. 60% of the participants agree that child tends to lose their primary language. Unlike the bilingual education group, participants from monolingual education setting groups have a hard time maintaining their heritage language and culture, since their child's language and cultural values shift to the dominant language and culture.

Quantitative Reading and Math Score

From the Minnesota Department of Education (MDE), I acquired the average state score for reading and math and the immersion school score for three consecutive years from 2017 through 2019. Figure 12 is description of math scores, comparing the

state average (grade 3 to grade 12) and the immersion school for the last three years (grade 3 to grade 8).

Figure 12. Comparing Math score between state average and immersion school.

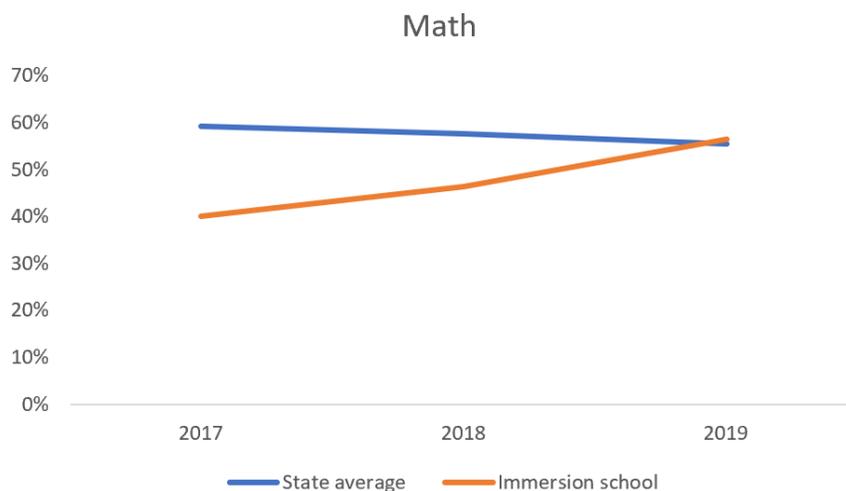


Figure 12. Description of math score between state average and immersion school

As I mentioned in Chapter 3, the immersion school was founded in 2014 and this is its sixth year of operation. The immersion school's trend is going up, and the recent scores (2019) show an even higher score than the state average in math. It is hard to make conclusions by comparing only one immersion school; however, a strong trend of academic achievement is present in this bilingual education setting. The math score of the immersion school began with 40%; however, in three years, the immersion school score (56.40%) is a little higher than the state average (55.50%).

Figure 13. Comparing Reading score between state average and immersion school.

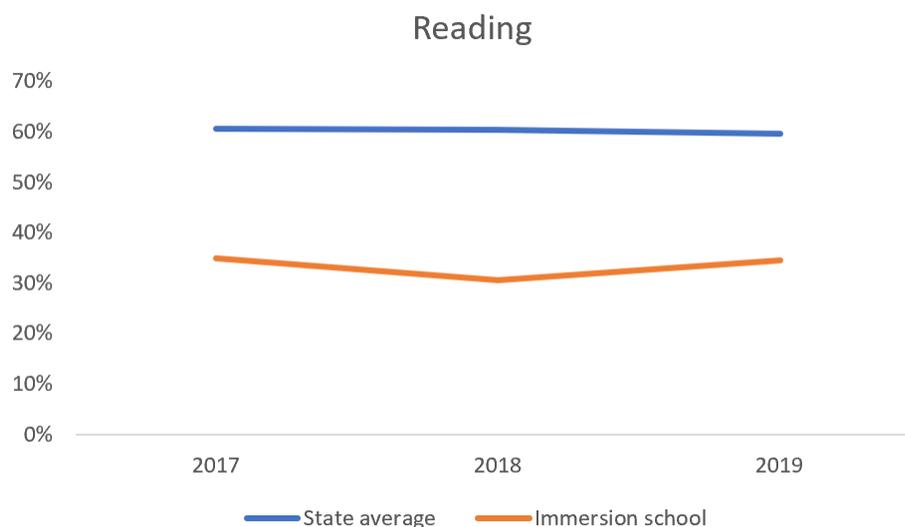


Figure 13. Description of reading score between state average and immersion school

The reading score is different than the math score. It is hard to tell with three data points; however, it is true that students in the bilingual education setting do not have as much English instruction as students in a monolingual education setting. The bilingual education participants were worried that their child's English performance correlated with the reading score. In addition, the reading score of the bilingual education setting illustrates Cummin's developmental interdependence hypothesis (1978). In addition, it is not an overnight process to acquire. The state average score is composite score from grade 3 to grade 12. I wonder if I could compare only grade 3 to grade 8 for the states average, the gap in reading score might close? close? Since the math score grew, even slightly higher than the state average, I wonder reading can close the gap if I compared the same grade level, except older grade who has more efficient in English.

Summary

The qualitative and quantitative data helped me to understand parent's points of view. I collected and analyzed qualitative and quantitative data to answer my question: *“What are the benefits and drawbacks of a bilingual education when comparing it to monolingual education?”*

I identified the benefits and drawbacks of each linguistic educational setting based on the literature review and analyzing data. First, the benefits and drawbacks of a bilingual education fell into three parts: (1) academic benefits, (2) culture and language, and (3) self-esteem and confidence. Like Cummins (1978) said, strong first language can make a strong correlation with the second language.

Participants were aware of various benefits of a bilingual education, such as building self-esteem, academic benefits, and understanding their home culture and language. Participants also had strong ideas of drawbacks of bilingual education, with some concerned that their student would not get enough English instruction.

Secondly, there were benefits and drawbacks to monolingual education. Participants agreed that these students could learn English at grade level and acquire dominant culture and language; however, they saw a higher chance of the student losing their first language and culture. Even the participants who had diverse cultural background had difficulty between parents and child since they had different cultural value.

There were no significant differences between the datasets regarding the child's length of stay in the U.S. The duration of the child's stay in the U.S. did not impact the students' academic performance in a monolingual education or bilingual education.

In Chapter 5, I will provide what data agrees or disagrees with my literature review. In addition, I will explain some possible implications of my findings, some limitations of my study, and a reflection. Besides that, I will also recommend areas to study in the future.

CHAPTER FIVE

CONCLUSION

Introduction and Overview

My research question was, “*What are the benefits and drawbacks of a bilingual education when comparing it to monolingual education?*” This question occurred to me as I wondered how I could counsel parents when they are struggling about whether to send their child to a bilingual setting or monolingual setting. In addition, in my teaching experience, I have some students who did not see the value in learning English. When students who does not have a motivation to learn ask why they need to learn English, I want to answer them using linguistic theory as well as current parent’s viewpoint.

In Chapter 4, I analyzed quantitative and qualitative methods of my study. The survey that I provided to my participants analyzed participants’ viewpoint regarding the benefits and drawbacks of their choice for their child, which was either a bilingual education or a monolingual education. In addition, I analyzed students’ reading and math scores to compare the state average with the immersion school’s scores. In this chapter, I summarize my findings connected with the literature review, implications, limitations, and recommendations for future studies.

Major Findings and Connections with the Literature Review

While I was analyzing the survey with the literature review in my review, I could understand both points of view (either a bilingual education or a monolingual education) better. I have some important findings that can be supported by the literature review to advise parents who are questioning their child's education setting and students who do not understand why they have to learn English or another language.

The first major finding was academic benefits in a bilingual education. According to Cummin's Developmental Interdependence Hypothesis (2000), Cummins explains that knowledge of the first language will transfer to the second and/or third language. If I want my unmotivated students to learn English, I have to show that they can have cognitive and academic growth when learning an additional language. According to the study in Chapter 2, students who speak two languages are more likely to understand linguistic awareness (Cummins, 1978). King and Mackey (2007) also agreed with Cummins (1978) that bilingual students are able to recognize and understand languages. Students have better cognitive awareness of languages has a positive relationship to academic achievement (Crawford, 1999). In addition, 16.67% of my survey participants were aware of the academic benefits.

The second finding is that no matter what language students predominantly use in school, they will eventually acquire the new language they are being taught. According to Crawford (1999), immigrant students preferred to use a language they use in school (either English or other target language) rather than their home language or a minority language. I could find this point of view in both linguistic educational settings (a bilingual education or a monolingual education). In both bilingual and monolingual

education settings, students will learn the dominant language at school, while the other language will be less developed because they aren't using it as much. I could explain that research shows their child would develop target language skills faster than home language skills.

The third finding is about language acquisition in general. As I mentioned in Chapter 2, there was not much information about the benefits and drawbacks in monolingual education. However, Chomsky's Language Acquisition Theory is the most widely accepted theory. Children learning a target language and using it on a daily basis will gain the language naturally. However, children going to an English-speaking school might lose Korean even if they are in a Korean-speaking family.

In summary, I can relate the literature review to my survey data analysis and my analysis of the reading and math scores. Even though the survey did not have lots of data points, there were different perspectives from the literature review that I can use to support the current parents in a bilingual education and a monolingual education and students who struggle learning their target language. The major findings guided the process of this study.

Implications

I cannot conclude what linguistic educational setting is better for parents. Both settings, either bilingual or monolingual setting, have their own benefits and drawbacks. I cannot make a decision for parents who are questioning which educational setting is better for their child. However, I can help parents to choose with the information I learned from the literature review; I can also use my survey data to counsel them. Before analyzing the survey, I never would have thought that a monolingual education setting

might cause a student to lose their home language. I thought that using the home language at home would be enough practice to maintain their home language. If a child receives a monolingual education, they might master English at grade level; however, they may also be at risk of losing their home language because it isn't used as often.

Limitations

The survey and the literature review gave me a lot of insightful answers to my research question. Even though there were some answers that I could take away to support parents and students who are having trouble regarding languages, there were some limitations in my study.

The first limitation was that there wasn't enough data in terms of the number of participants and number of the immersion schools in Minnesota. I had six participants from the bilingual education setting and five participants from the monolingual education setting.

The second limitation was that I could not compare the reading and math scores grade by grade. Since the average score of the reading and math was the composite score of all the grades, I could not compare by grade level. In addition, the immersion school has students in grades three to eight only, while the state scores consist of grades three to twelve.

The third limitation was that I only conducted my survey within one immersion school. If I had several immersion schools that participated, I could have richer data to analyze and more viewpoints.

The last limitation was that there was not much information about monolingual education. Since a monolingual education setting is the default education type in the US, it was hard to find analysis about it.

Recommendations for the Future Studies

There is still much left to study on bilingual education in the near future. First of all, to compare bilingual and monolingual students' cognitive and academic growth, I would need to observe students' growth over time. However, it will take a lot of time. I have collected three to four years' worth of students' data to see students' academic growth.

Another way to see students' academic growth is by comparing reading and math scores by grade level in a certain year. Comparing third graders' reading and math scores with fifth graders' or sixth graders' reading and math scores will be different depending on whether the students are in a bilingual education setting or in a monolingual education setting. In this case, I could observe the effectiveness of a bilingual education over time while also comparing cognitive and academic achievement to a monolingual education setting.

Summary

When I started this capstone, I did not know where to start. I did not even have a good research question. I wanted to help parents who are struggling to make a decision about the linguistic setting for their child and students who do not know why they have to learn English. I also wanted my students to feel positive and motivated towards learning language. There were some changes to my research question throughout the capstone,

and I ended with the question, “*What are the benefits and drawbacks of a bilingual education when comparing it to a monolingual education?*”

Even though there are benefits of a bilingual education, I wanted to learn more about current parent perspectives regarding the benefits and drawbacks of both bilingual and monolingual education settings.

One of the interesting parts of this capstone was analyzing the survey. Authentic, current parents’ perspectives were very valuable to me. Not all the parents that I will encounter will have the same perspective as the participants; however, I can keep in mind what my respondents saw as benefits and/or drawbacks of the education setting they are sending their kids to.

As I reflect on my literature review, survey, and analysis of the data process, I realize that the information I have learned will make me a better educator who can support parents and students. Parents’ choices are important whether they chose a bilingual setting or a monolingual setting. However, if the teacher does not believe in acquiring the target language, students cannot learn the target language properly with a English Language Learner (ELL) teacher. There were some limitations of the survey process such as small number of participants; however, it is a good start to supporting parents and students.

APPENDIX A



Informed Consent to Participate in Research

You are being asked to participate in a research study. This form provides you with information about the study. The student researcher (Gayun Lee) will provide you with a copy of this form to keep for your reference, and will also describe this study to you and answer all of your questions.

This form provides important information about what you may be asked to do during the study, about risks and benefits of the study, and about your rights as a research participant.

- If you have any questions about or do not understand something in this form, you should ask the student researcher (Gayun Lee).
- Do not agree to participate in this study unless the researcher has answered your questions and you decide that you want to be part of this study.
- Your participation is entirely voluntary, and you can refuse to allow you to participate or withdraw at any time.

Title of Research Study: Benefits and drawbacks of a bilingual education

Student Researcher and email address: Gayun Lee; gylee@sejongacademy.org

Faculty Advisor: Jeffrey Fink, Assistant Professor in Hamline University's College of Education; jfink@hamline.edu

1. **What is the research topic, the purpose of the research, and the rationale for why this study is being conducted?** This research project is about understanding the benefits or drawbacks of a bilingual education when comparing it to a monolingual education. The purpose of my research is to see why parents choose either a bilingual or monolingual education program for their child's education. As an educator, I know many parents are seeking bilingualism in both Korean and American. In this study, I hope to gain a better understanding of why parents choose either a bilingual or monolingual education.
2. **What will you be asked to do if you decide to participate in this research study?** During the study, you will be participating in a survey. There will be two parts of the survey. The first part is to identify the background of participants including your relationship with your child, the primary language in your family, and how long has been your family in United States. The second part of the survey will be open-ended questions to the parents for the in-

- depth understanding of your linguistic choices of your child. After you agree to participate in the survey, you will have one week to complete the survey.
3. **What will be the time commitment to the study if your child participates?** The length of this study will be over a week period after you agree to participate in the survey.
 4. **Who is funding this study?** This study is being conducted without funding.
 5. **What are the possible discomforts and risks of participating in this research study?** I do not see any possible discomfort or risk from participation in the study. Please contact me at glee07@hamline.edu or my faculty advisor Jeffrey Fink, jfink@hamline.edu to discuss this if you wish.
 6. **How will your privacy and the confidentiality of your data and research records be protected?** All survey paper data will be kept locked in a file cabinet that only the research will have access. All data will be stored when not being used. After analyzing the survey paper, all the data will be destroyed. This will further help keep your identity and data confidential and private.
 7. **How many people will most likely be participating in this study, and how long is the entire study expected to last?** There will be ten parents randomly chosen to participate in this study. This study will be conducted over one-week.
 8. **What are the possible benefits to you and/or to others from you to participation in this research study?** This study will create opportunities for you to think about benefits and drawbacks of bilingual or monolingual education. With the results of this study, it will benefit me by understanding parents' point of view towards the linguistic choices.
 9. **If you choose to allow your child to participate in this study, will it cost you anything?** Participation in this study will cost nothing.
 10. **Will you receive any compensation for participation in this study?** You will not receive any compensation for participation.
 11. **What if you decide that you do not want you to take part in this study? What other options are available to you if you decide not to participate or to withdraw?** Your participation in this study is entirely voluntary. You are free to refuse to allow them to participate in the study, and your refusal will not influence you current or future relationships with Hamline University or with the Sejong Academy.
 12. **How can you withdraw from this research study, and who should you contact if you have any questions or concerns?** You are free to withdraw your consent and stop your participation in this research study at any time without penalty or loss of benefits for which you may be entitled. If you wish to stop to participate in this research study for any reason, you should tell me, or contact me at gylee@sejongacademy.org or my faculty advisor, Jeffrey Fink at jfink@hamline.edu. You should also call or email the Faculty Advisor for any questions, concerns, suggestions, or complaints about the research and your experience as a

participant in the study. In addition, if you have questions about your rights as a research participant, please contact the Institutional Review Board at Hamline University at IRB@hamline.edu.

- 13. Are there any anticipated circumstances under which your participation may be terminated by the researcher without your consent?** Parent participation could be terminated without your approval if you did not send it back the survey to the student researcher. Parents will be notified of this termination.
- 14. Will the researchers benefit from your participation in this study?** As stated before, as the researcher, I will gain better understanding of parents' point of view towards their linguistic choices for their child either bilingual or monolingual education. I, the researcher, will gain no benefits from your participation in this study beyond the publication and/or presentation of the result obtained from the study.
- 15. Where will this research be made available once the study is completed?** This research is public scholarship and the abstract and final product will be cataloged in the Hamline's Bush Library Digital Commons. This is a searchable electronic repository that may be published or used in other ways, such as in conference presentations or published in research journals.
- 16. Has this research study received approval from [the organization/school/district] where the research will be conducted? [A letter of consent or support must be attached to your IRB application.]**
- I received approval from the organization where the research will be conducted.
- 17. Will your information be used in any other research studies or projects?** No – the information collected as part of this research, even if identifiers are removed, will not be used in or distributed for future research studies.

PARTICIPANT COPY

Signatures:

As a representative of this study, I have explained the purpose, the procedures, the benefits, and the risks that are involved in this research study:

Signature and printed name of person obtaining consent
(Student researcher)

Date

Title of person obtaining consent

You have been informed about this study's purpose, procedures, possible benefits and risks and you have received a copy of this Form. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time. You voluntarily agree to allow your child to participate in this study. By signing this form, you are not waiving any of your legal rights or your child's.

Printed Name of Participant

Date

Signature of Parent of Participant

Signature of Principal Investigator or Faculty Advisor

Date

I have received the letter about your research study for which you will be survey parents who either send their child to bilingual education or to monolingual education school. I understand that being a participant in this survey poses little to no risk for me, that my identify will be protected, and that I may withdraw from the survey portion of the project at any time without negative consequences. I acknowledge that I have a week to complete the survey once I got the survey from the researcher.

Signature

Name Printed

Date

INVESTIGATOR COPY

(Duplicate signature page for research's records)

Signatures:

As a representative of this study, I have explained the purpose, the procedures, the benefits, and the risks that are involved in this research study:

Signature and printed name of person obtaining consent
(Student researcher) Date _____

Title of person obtaining consent _____

You have been informed about this study's purpose, procedures, possible benefits and risks and you have received a copy of this Form. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time. You voluntarily agree to allow your child to participate in this study. By signing this form, you are not waiving any of your legal rights or your child's.

Printed Name of Participant Date _____

Signature of Parent of Participant

Signature of Principal Investigator or Faculty Advisor Date _____

I have received the letter about your research study for which you will be survey parents who either send their child to bilingual education or to monolingual education school. I understand that being a participant in this survey poses little to no risk for me, that my identify will be protected, and that I may withdraw from the survey portion of the project at any time without negative consequences. I acknowledge that I have a week to complete the survey once I got the survey from the researcher.

_____ Signature

_____ Name Printed

_____ Date

APPENDIX B

Demographic DATA

Please mark the appropriate answer.

Grade of child: _____

1. Relationship to child: _____

2. How long has been your child in United States?

____ Born ____ 1-2 years ____ 3-4 years ____ 5-6 years ____ more than 6 years

3. What is the primary language(s) in your family?

____ English ____ Spanish ____ Korean ____ Chinese

____ Karen ____ Japanese ____ Other (Explain: _____)

APPENDIX C

Parents' Linguistic Choices for Their Child Education

1. Parents/ child's choice of education setting:

_____ bilingual education

_____ monolingual education

2. Why did you send your child to the education setting that you chose in question #1?
(Please write reasons in details)

3. What benefits did you see in your child from sending them to the school you chose in question #1?

4. Do you see any drawbacks to sending your child to the school you chose in question #1?

5. Any other thoughts on the school you chose in question #1:

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