

The Effect of Special Education on Bilingual Students

Malek Ahmad Kord

Assistant Professor, Farhangian University

Zahedan(Sistan&Baluchestan) Branch,Iran

Aliye Tajdari*

B.A. student, Farhangian University

Zahedan(Sistan&Baluchestan) Branch,Iran

Atena Rokny

B.A. student, Farhangian University

Zahedan(Sistan&Baluchestan) Branch,Iran

Abstract

Due to the fact that in today's world, the means of communication has turned the world into a village and people move easily from one country to another, and due to the formation of the European Union, the removal of political and geographical borders and the easy transfer of people from one country to another to find work, the number of bilingual children is increasing as a result. Therefore, measures should be taken to educate these children. In order to solve this problem, other countries, in cooperation with other countries, have taken measures and designed special educational programs for bilingual children, but unfortunately, in our country, there are children who only speak their mother tongue and have no familiarity with the standard language means that they do not speak Farsi, the education of these children has received less attention. This library review is aimed at providing teachers of students of all grade levels and ages with a guide containing prevalent theories and ideas related to providing high quality instruction to students with bilingual backgrounds. The results of the research show that one of the causes of educational decline in our country, especially in areas that speak local dialects, is the problem of bilingualism of children in these areas. It is because the education and training system has not paid as much attention to the issue of education and language learning in these areas as it deserves, and this case has created problems for the teachers of these areas in the primary stage, which has caused problems such as disinterest of students in lessons and school.

Keywords: Bilingualism, Learning, Socialization, Social Development

1.Introduction

Language provides the foundation of all the activities of the human mind. (Arafi, 2004)The concept of bilingualism seems at first sight to be non-problematical. According to Webster's dictionary (1961) bilingual is defined as 'having or using two languages especially as spoken with the fluency characteristic of a native speaker; a person using two languages especially habitually and with control like that of a native speaker' and bilingualism as 'the constant oral use of two languages'. In the popular view, being bilingual equals being able to speak two languages perfectly; this is also the approach of Bloomfield (1935: 56), who defines bilingualism as 'the native-like control of two languages'. In contradistinction to this definition which includes only 'perfect bilinguals' Macnamara (1967a) proposes that a bilingual is anyone who possesses a minimal competence in only one of the four language skills, listening comprehension, speaking, reading and writing, in a language other than his mother tongue.

Bilingual students realize their bilingualism more when they enter the school education system and start learning the official language through the education system. Considering the consequences and negative effects of this type of bilingualism, attention should be paid to linguistic and cultural differences in the education and upbringing of children in these regions. Mother tongue is the first language learned by a person, the language that a person speaks. He grows with it and perceives, touches and identifies with the cultural and social elements of his environment. Therefore, regarding the importance of learning the first and second language and how to teach the official language of the country and the role that language plays in education, careful and scientific planning should be done regarding teaching methods and appropriate textbooks so that we do not witness the harmful effects of children dropping out of school and they to enjoy the right to education, which is the right of every child, and since the development of a child's personality and mental development is in the use of his language, then the development of his language should be taken into account by taking into account all the social, educational and emotional aspects of the child's personality. Fanai (2004) defines the definition and types of bilingualism as follows: Bilingualism is a universal phenomenon that exists in most countries of the world and is a state in which a person is taught in a language other than his mother tongue. The mother tongue is the first language learned by a person, the language that a person speaks, grows with it, perceives the cultural and social elements of his environment and finds an identity with it. But in many countries, including our country, when the child reaches the age where he should be given formal education, with a language other than his mother tongue, other than the language that is recognized as official throughout the country and in terms of phonetic system - Vocabulary and grammar are different from his mother tongue - he is taught, and it is from this stage that the phenomenon of bilingualism arises. Therefore, a bilingual person refers to a person who, since the beginning of formal education, has been familiar with and trained in another language that has

become common in the country and is considered a second language. Language is a means of communication that provides the foundation of all the activities of the human mind. (Arafi, 2004) Bilingualism has different types and dimensions, and each dimension has different results and effects and requires its own educational systems, but here we mean the bilingualism of the child's mother tongue and the official language of the country, which is used during education. is trained to distinguish the difference between the mother tongue and the second language, it should be said that the mother or primary language is the language with which a person identifies and considers it his own. The language that plays the most important role in his personal relationships and the person uses it for his thoughts and imaginations in the sense that the first concepts with this language are formed in his mind. Baatani in (1991) about children's vocabulary and language learning says that a normal child between the ages of four and six is almost equipped with his mother tongue, at this age the child is equipped with the sound system of his language, in other words, with the central nucleus he becomes fluent in the language and uses its grammatical patterns easily. Of course, it can never be said that language learning stops, but what is certain is that as the child's age increases, the level of language learning decreases. Since we learn the grammar and sound system of our language in childhood, learning changes in these two aspects of language are much slower in adulthood, but the aspect of language that learning may never stop and continue until the day of death is learning vocabulary. because we meet new things every day and we have to learn new words for them. Batani also says: "The greater the mastery of the mother tongue, the greater the success of a person in social life." And overall, the efficiency and mobilization of the society increases. It is obvious that the most direct and effective way to increase mastery of the mother tongue is to improve its teaching in educational institutions at different levels. The development of personality and cultural and social development of students is closely related to the all-round development of their language abilities, and since the development of the higher mental activities, language is one of them, it is one of the main goals of education. Then one should make the utmost effort in the formation and development of their linguistic abilities. If we want children to develop a self-reliant personality and cognitive and linguistic development, we must plan a precise and scientific educational program for them from a young age. (Latafabadi, 1987). To be able to eliminate the duality of the home language and the official language of the society and by using the colloquial and home language that the child has grown up with over the years, to lay the foundation for the improvement of the official language of the society and prevent students from falling behind on their mother tongue. Their interference with the Persian language and the problems caused by it, including the academic decline of bilingual children, should be prevented. According to Sigwan and Mackay's opinion about the influence of the mother tongue in education (quoted by Modares, 2013, p. 40), it is as follows: "When the teaching of the second language is based on learning the mother tongue, it will give better results and learning the second language

for the child will be easier. That is why it is emphasized to use the child's mother tongue at least at the beginning of education. In fact, abandoning the student's language in the early years of education is considered against the scientific principles of education. In the research conducted on the necessity of revising the Persian language education system (Madrass, 2013), it is stated that: The two lessons of spelling and reading Persian language are of special importance because reading, writing and arithmetic in elementary school are considered as one of the principles of children's literacy. Students of bilingual areas, especially in the first and second grades of elementary school, face problems in learning Farsi, both in terms of speaking and listening, and consequently in learning other subjects, which does not include the situation of Persian speaking students. This situation is caused by using the same books and educational methods throughout the country, regardless of the language differences and cultural differences of the students. There are many talented students who, even in the same elementary school, face successive failures and even failures due to inappropriate and wrong teaching methods and lack of experience in teaching such students, and they stop studying, which is the right of every child. As according to the report of East Azarbaijan province (quoted from Modares, 2013- p.32).

The aim of this study is to investigate the effect of special teaching method on the learning process of bilingual students, at Farhangian University, Zahedan. To do that, the researchers study and investigate different articles and books about bilingualism and the problems of bilingual children and then wrote this article by literature review method.

2.Research background

Although the authors of the present work did not manage to find a research that specifically compares the adoption of viewpoints in bilingual and monolingual people, there are studies related to these topics available. The closest research to the discussed background is a work by Bahri and Bahri (2016), who in a comparative study investigated the difference between the theory of mind in bilingual and monolingual people. These researchers studied Persian-speaking female students and Persian-Azeri-speaking female students and found that there is a significant difference in theory of mind between bilingual and monolingual people, and it is reported to be higher in bilingual people. They concluded that bilingualism improves brain function in the theory of mind.

In another study that studied perspective taking, or according to the researchers of that study, perspective taking, regardless of the language variable, Jokar, Samani

Fouladcheng (2000) studied 70 boys and girls in preschool. They examined the individual form with three different types of perspective-taking tasks (which included dolls' house, beads, and candy tasks). The results of the discussed research indicated that the difference in adopting a point of view depends on the type of assignment and the more than assignments are in line with the child's daily experiences, the more likely the child is to adopt the point of view of others.

Bilingual education programs have been in existence for over two decades, and thus the reasonable question arises as to whether there is evidence of the relative effectiveness of the different approaches. Summative evaluations of programs that compare these different approaches have run into difficulty on a number of fronts. Willig (1985), in a meta-analysis of studies of the effectiveness of bilingual education, complained that evaluation research in this area is plagued with problems ranging from poor design to bad measurement. She concluded that "most research conclusions regarding the effectiveness of bilingual education reflect weaknesses of the research itself rather than effects of the actual programs" (p. 297).

Mohammadi and Amiri (2015) divided the number of 192 elementary school students in Isfahan city into two groups, bully and victim, and applied Bryant's empathy questionnaire (1982) to this population. According to these researchers, the results of the reported t-tests showed that there is no significant difference in the level of empathy in these two groups, but the difference in adopting their views is significant. They recommended that in order to improve interpersonal relationships, adopting a perspective and empathy as basic skills should be included in formal education and parenting principles.

It is only during the past decade that issues concerned with bilingualism have begun to receive serious consideration by special educators. A major role in this respect has been played by the work of Mercer (1973) who pointed out the overrepresentation of minority students in classes for

the mentally retarded and showed how the psychological assessment process (and educators' unquestioned assumptions) have contributed to this overrepresentation.

In researches focused on the adult population, we come across cases such as the research of Yaqoubi and Mohammadzadeh (2015). These researchers investigated the effect of social perspective-taking training on couples' conflict resolution styles. The statistical sample included 60 couples in two groups of 30 people (experimental group and control group) and only the experimental group was trained to adopt a perspective in 10 sessions. By comparing the results of evaluating the conflict resolution styles of the two groups, before and after the training sessions of the experimental group and also, one month after the completion of the training sessions, it was shown that the perspective taking training caused a significant increase in the scores of the couples' conflict resolution styles and This change is permanent over time.

On the other hand, researches that emphasize the variable of bilingualism, have mostly investigated other cognitive characteristics of bilingual people, such as executive functions, working memory, and mental processing, and have placed less emphasis on adopting the perspective of this statistical community; For example, Golestani Fard, Niko Govtar and Shams Esfandabad (2015) compared executive and memory functions of 120 bilingual and monolingual 7-12-year-old male and female students. The results showed that there is a significant difference in the executive functions of organization, planning and flexibility of monolingual and bilingual students, while no significant difference was observed in active and passive memory between these two groups. In addition, the two groups did not have much gender differences, except for one case, which was the flexibility executive function of monolingual girls, which showed higher results than boys.

Shafi Abadi, Mohammadifar and Rezaei (2016) compared the working memory of Persian-Azeri bilinguals and Farsi monolinguals using the N-back tests. The results showed a

significant difference between the two groups and indicated that the effect of bilingualism on working memory performance is positive. Also, it was reported that the performance of male participants in non-verbal working memory tasks is better than that of girls.

3. Research question

Based on the above information the following research question is proposed: Does teacher's special education have any effect on the learning of bilingual students?

4. Research hypothesis

There is no relationship between special education and learning of bilingual students.

5. Methodology

Students of bilingual areas, especially in the first and second grades of elementary school, face problems in learning Farsi, both in terms of speaking and listening, and consequently in learning other subjects, which does not include the situation of Persian speaking students. This situation is caused by using the same books and educational methods throughout the country, regardless of the language differences and cultural differences of the students. There are many talented students who, even in the same elementary school, face successive failures and even failures due to inappropriate and wrong teaching methods and lack of experience in teaching such students, and they stop studying, which is the right of every child. As. According to the report of East Azarbaijan province (cited by Modares, 2013- p.32), "more than 50% of the primary school failures belong to the first and second grades." The teacher also says that monolingual and Farsi-speaking children with sufficient mastery of the Persian language, before entering the school, get to know the listening and speaking skills of their language and acquire it from birth, and for them, the purpose of going to school Literacy (acquiring the skills of reading and writing) is the Persian language. While for bilingual students, the problem is completely different, in the case of bilinguals, going to school is first of all learning a new language, so the title of literate is about this. The type of

students will probably not be correct and scientific. They are actually new learners who should, in addition to acquiring reading and writing skills (literacy) and even before that, the necessity of acquiring Persian language listening and speaking skills is also discussed, the effects of academic failure. Reduce somewhat. Of course, in the case of two natural languages that a person lives in a bilingual family or society from the beginning of birth or during his growth, both languages are considered as mother tongue for a person, such as Semnani language and Persian language, because of the similarity of the language. A mother with the official language of education will also bring positive consequences and as a result will gain the ability to understand and communicate in both languages. If it is more, the amount of negative effects of being exposed to two languages on each of the bilinguals will decrease. Iftikhari et al. (2004) in their research show that bilingual children have weaker language abilities than monolingual children, on the other hand, languages affect the growth of the mother tongue and the second language in a different way. Of course, the negative effects of education on bilingual people are due to the same education and textbooks that these children receive in school. According to Batani (quoted by Modares, 2013) "Elementary school textbooks are all written for Persian speakers, and it is assumed that all the students who read these books. They know the spoken Persian language, while this assumption is not correct. Amir Ghasemi (2005) but besides all these problems and limitation teacher can use some methods to help bilingual students such as :

1. Translanguaging does not view the languages of bilinguals as separate linguistics systems. The term stresses the flexible and meaningful actions through which bilinguals select features in their linguistic repertoire in order to communicate appropriately” (Garcia & Velasco,2014).

- 2.Parent training: The inclusion of parents into any type of large scale supportive model for students is a true necessity. The involvement of the home unit has been proven over decades to improve academic success rates, and this holds true for both bilingual and monolingual pupils (Simich-Dudgeon, 1986, p.1-2). However, there are some complexities that can potentially show up when dealing with diverse populations involving cultural norms or specific approaches that reap greater benefits than more traditionally held monolingual education models. When researching parent educational attitudes across various cultures, researcher Yan Guo (2010) found that there are conflicting perspectives of teachers and bilingual parents relating to their particular roles within the education of children (p. 85).

- 3.Language Buddies: One strategy that appeared to be useful regardless of student age is the idea of a language buddy, or child translator. Shore (1998) recommends that the language buddies could be constant for younger students and perhaps rotate in the case of a child who is old

enough to change classes . This progressive approach appears simplistic, but bears obvious positive implications.

4.Cooperative Learning Groups: Cooperative learning is yet another student-based ideology that allows the teacher to formulate infrastructures for the group to utilize in meaningful ways, either for their own purposes or for those prescribed by the instructor. As social language development outpaces academic language development, cooperative learning provides an opportunity to streamline both of these speech versions in a singular experience. “Students to a large extent learn to speak by speaking.

The single greatest advantage of cooperative learning over traditional classroom organization for the acquisition of language is the amount of language output allowed per student” (Kagan & Spencer, 1995, p. 3). These ideas are consistent with many current educational approaches today such as “reading and writing workshop”, where ownership is given to the students, and the belief is that learning is best when actual, genuine, practice time is allotted. There will be time for translanguaging and discussion of biliteracy-related events. (Sclafani, 2017)

6.Conclusion

One of the greatest and most sensitive rights of children is the right to language, and to be more precise, their language is the means by which the world inside and outside the child is explained, touched and grows with it. It reveals the issue that teaching in the mother tongue affects the child psychologically, socially, emotionally and educationally and improves him in terms of his thinking and linguistic and mental development, and from the existing deficiencies that are under It reduces the effect of these factors.

One of the most effective factors in the success rate of children in learning a second language is learning their mother tongue, and the most basic possible way is to compile books and teaching methods suitable for different situations and to teach Persian language to non-Persian speaking children correctly and also to suggest the compilation There are books available next to textbooks that strengthen and expand their mother tongue. So if the child learns two languages together and in parallel and is given according to his mental

and educational abilities, he will have sufficient mastery and mastery in Both languages will be achieved. In this case, each of the languages will enrich and expand the other language, and his mental growth and vocabulary will be wider and more complex, and the growth of the language that is the basis of all activities. The human mind sees and expands.

One of the important features of language mentioned by Vygotsky is that language is not only the medium of external communication between people, but also the internal medium that we use to think, represent, order and organize our external world. The role of language as a link between the external and internal worlds is very important for both cultural and individual development.

Having said that, taking into account the opinions, the problem of textbooks, which has the greatest impact on bilinguals in the first and second grades, should be solved and their content localized and the planning system changed from centralized to non-centralized. Hetherington says that children learn a second language more slowly or with difficulty, and adults learn it sooner than children. In the last few years, efforts have been made in the field of textbooks in elementary school, but they are very insignificant and aimless. Michael Pringle He says: A child who asks how do I know what I am thinking before hearing what I say shows the role of language in his activity beautifully.

References

- Alladi, S. et al. (2013). "Bilingualism delays age at onset of dementia, independent of education
- Bialystok, E. (2003). *Bilingualism in development: Language, literacy and cognition*. New York, NY: Cambridge University Press.

Chopik, W. J., E. O'Brien, & S. H. Konrath. (2017). "Differences in empathic concern and perspective taking across 63 countries". *Journal of Cross-Cultural Psychology*. 48(1). 23-38.

Cioè-peña, M., & Cioè-peña, M. (2020). *Bilingualism for students with disabilities , deficit or advantage ? : Perspectives of Latinx mothers Bilingualism for students with disabilities , deficit or advantage ?*: <https://doi.org/10.1080/15235882.2020.1799884>

Cummins, J. (2014). *Biliteracy , Empowerment , and Transformative Pedagogy Biliteracy , Empowerment , and Transformative Pedagogy*. April.

Flavell, J. H., B. A. Everett, K. Croft & E. R. Flavell. (1981). "Young children's knowledge about visual-perception: Further evidence for the level1 - level2 distinction". *Developmental Psychology*. 17. 99-103.

Grosjean, F. (1998). "Studying bilinguals: Methodological and conceptual issues". *Bilingualism: Language and Cognition*. 1(2). 131-149.

Hakuta, K., & Garcia, E. E. (1989). *Bilingualism and Education*. 44(2), 374–379.

Hamers, J. F., & Blanc, M. H. A. (n.d.). *Bilinguality and Bilingualism Second edition*.

Hamidi, M. (2005). "Duality of language at home and school in Iran: issues and consequences to the PIRLS". *Journal of Human Sciences of Alzahra University*. 15(1). 1-14.

Kovacs, A. M. & J. Mehler. (2009). "Cognitive gains in 7-month old bilingual infants". *Proceedings of the National Academy of Sciences of the United States of America*. 106(16). 6556–6560.

Lynn, R. (1994). "Sex differences in brain size and intelligence: A paradox resolved". *Personality and Individual Differences*. 17(2). 257-271.

Manczak, E. M., A. DeLongis & E. Chen. (2016). "Does empathy have a cost? Diverging psychological and physiological effects within families". *Health Psychology*. 35(3). 211-218.

Roeper, T. (1999). *Universal Bilingualism*. May, 1–57.

Sclafani, C.(2017). Strategies for Educators of Bilingual Students: A Critical Review of Literature. *International Journal of Education and Literacy Studies*, 5(2) 1.

Symposium, I., & Bilingualism, O. N. (2016). *Bilingualism : The good , the bad , and the indifferent* *. 12(August 2008), 3–11. <https://doi.org/10.1017/S1366728908003477>