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“Analyzing the Bi-Lingual Perceptions of Education within Undergraduate University of Sindh, Pakistan”

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Abstract

The issue of Linguistic diversity around the world in a current phase is growing pace with societal significance. It is because many of the present languages have been threatened with their continual presence. The matter that needs to be highlighted is their sustainable credibility. However, it is the changes that have strongly forwarded implications for language speakers and established societies. The phenomenon of Bilingualism is generally observed today with different phases that are made part of study through various dimensions. The scope of this article further tries to attempt in comprehending fundamental definitions and causes of Bilingualism within field of applied linguistics. It briefly highlights scholarly articles that explain its functioning within an academic domain especially with refers to second language learning. Quantitative design was adopted with questionnaire as an instrument. Five point Likert Scale was selected for collecting data from sample of 110 (hundred and ten) female and male student participants. They represented one of coeducational department, named as English Institute of Language and Literature (IELL) University of Sindh. After analyzing data under SPSS software, the results ensured that students have acknowledged the role of bilingual functioning within educational set up of Pakistan.

Keywords: Bilingualism, Multilingualism, Second language learning, Linguistic diversity, Ethnic orientation, Multiculturalism.

1. Introduction

1.1. What is Bilingualism?

Bilingualism is a term referred to the condition of being bilingual. In simple words bilinguals are those who are able to use two languages. Each person possesses different characteristics in being bilingual. People become bilingual, when they are able to communicate with two languages in their lives. It is not necessary to speak both the languages in perfect manner usually bilinguals are better in one language than the other. The language, in which bilinguals are more fluent, can be known as the dominant language. Mostly the native and the first language become the dominant one. Whereas the term L2 or second language can be referred to the language which bilingual know other than their First language. The L2 can also be called as the target language, but if that particular language has been learned than it can no longer be considered as Target language (Saville, 2000). According to Kaylan Raman; "Bilingualism is defined as the ability to use two languages with equal or near equal fluency (Raman, 2009). Bilingualism is commonly defined as the use of at least two languages by an individual (ASHA, 2004). It is a system in which, people use to speak two languages, but there can be change in different bilinguals while using their second language. The change is depended on the opportunity and exposure to use that language.

Background of study

Language is a tool, which helps us to communicate with each other. Basically language is a part of our life. It is connected with its culture, which differentiate one community from the other. According to Kaylan Raman; he defines language as 'It is something which we use in our daily day life. It is if one wants to communicate with the other community than s/he should have the competence of it'(Raman, 2009).

The competence develops a capability to speak L2 or second language. Researchers and psychologists give different definitions and classifications of this particular term. Bilingualism also deals with identity. Every language speaker has its identity attached with his or her language.

A bilingual speaker has dual identity by showing his/her creativity in two languages. However, it can even be harmful (Lehiste, 1992). This is by creating a new identity a bilingual speaker can lose his/her real identity that relates to first language. Kaylan Raman states that people do use their first language in business and financial affairs. It is a very natural phenomenon for them to use their L1, even in matter of education and arts. It is as same for them to have wider knowledge with the help of other languages (English language). For they remain steadfast with their own language and community (Raman, 2009). They believe that their first language is as important as their second language.

1.3. The Aim of study:

The main aim of this research study is to explore the views about Bilingualism, to analyze the perception towards another language. This study focuses on the bilinguals. What they feel and think about another language, while using it in their daily conversation. The term "another language" can be any language, which has been acquired or learned after their first or native language. In this sense, "another language" can be known as second language or foreign language (L2). Bilingual is a term which means: a person who can speak more than one language fluently. This study is based on what are the perceptions of another language in the life of bilingual students? There are many people in this world who can speak more than one language. Such type of people referred to as bilingual (able to speak two languages) or monolingual (able to speak more than two languages). This study is considering the perspectives of bilingual people. It shows the importance of using another second/foreign language. It also deals with the negative and positive views to have a second language.

1.4. Significance of this Study:

The research study deals with how another language impacts on bilingual students and the reaction of the students in being bilingual. The main motive is to find the perception towards another language. It analyses the way students perceive the knowledge through two different languages, get the opportunity to use these two languages simultaneously for education or academic purpose and practical or personal purpose. This study links with multilingual speaker too. People do use two languages properly and they have few or proper knowledge about the third language. That makes them multilingual.

2. Literature Review:

2.1. Classification of Bilingualism:

Mainly Bilingualism is divided into two types:

- Simultaneous Bilingualism.
- Sequential Bilingualism.

Simultaneous bilingualism refers to that situation of bilingual children that gets equal opportunities and exposure of two languages. The both languages are equally acquired in similar way. Sequential Bilingualism refers to that situation of being bilingual in which the children get significant exposure of second language after acquiring his/her first language in well-established manner. A research says usually this stage is occurred after the age of about three years (Tuttle, 2011).

According to (Oren, 1981), bilingualism is of two types; Co-ordinate bilingualism and Compound bilingualism. The difference between compound and co-ordinate bilingualism is that, in co-ordinate bilingualism the child learns two languages at very early age, and at the same time, in which s/he develops distinct cognitive ability to produce these two languages separately.

Whereas, in compound bilingualism, a child learns his/her native language first than s/he tries to learn the second or target language by the help or support of the first language through translation. Diebold states a term, 'Incipient bilingualism'. His perception is that, there is another kind of bilingualism which is retained in certain language speakers. Such speakers are classified as monolinguals, because they learned a huge amount of lexical items of another language, while they don't give attention towards the grammatical structure or rules of that particular language. Such types of imperfect bilingualism can be known as incipient bilingualism (Wald, 1974). It is while learning any language that, they have contextualize competence, rather than just focus on lexical competence. Contextualized competence is a type of knowledge that tells about the grammatical structure and rules of the language. In order to be a perfect bilingual, a person must be aware about the context and rules of language, like where the language and how the language should be used. Just lexical competence would not be enough. These are the reasons to call this type of bilingualism as incipient or imperfect bilingualism. In addition of all these, there is another case of bilingualism then the person is equally fluent in her/his first and second languages. In this situation it is considered as 'Balanced bilingualism'. (Hakuta & Diaz, 1985) in which a child acquires two languages at the same time and he/s/he has equally good command on both the languages that s/he acquires, in this case it is considered as balanced bilingualism.

2.2. Related terms to Bilingualism:

There are different terms are used in bilingualism. Some of them are discussed in detail below.

2.2.1.Context:

Context is known as the surrounding or environment of the person. Language context can be known as the surrounding and the environment where that language has been used. A bilingual person should be aware about the context of his/her second or another language. It can be helpful to learn that language in comprehensive way. As Raman says, in order to learn a second language or a language of other community, we must have some competence (knowledge) about their language too (Raman, 2009). The knowledge of the language means that a person must know about the context where that language is being used. There is a term communicative competence; it means a competence that is stored in second language learners to understand the culture and surrounding of that language community.

2.2.2.Acquisition and Learning:

There are two linguistics terms Acquisition and learning. To be bilingual, learner may have two ways to get second language. Almost all the speakers acquire their first language rather than learn it. The main differences between these two terms are that, in acquisition a learner acquire the language unconsciously, it means s/he may acquire that language in Informal way. Without explicit instruction of rules of grammar; it is a natural process and it focuses uncommunicative method. It means that if a person acquires rather than learn the language, then s/he would use the language more communicatively. In learning, person learns a language in formal way, by which s/he gets explicit instruction of rules and regulations of language. It is a conscious process. But learning is usually age restricted. It means learner should be young enough to learn the language. A learner must have some competence about the language which s/he is trying to learn (Mitchell & Myles, 2004). So, these are two ways which help people to get another language.

2.2.3.Code-switching:

The term code-switching is already discussed previously. It is normal for bilingual speaker to use codeswitching in their conversation. A researcher perceives that there are two situations where code-switching occurs; one of them is when you do code-switching intentionally. In the other situation where code-switching happens to you that must be an unintentional. According to (Lehiste, 1992), there must be clear justification between these two situations of code-switching. In the former one, usually in bilingual education, teacher switches from one language to another language due to further clarification for the students. The later one, 'when code-switching happens to you occur, when the use of two or more languages are important. An example is given by an author, she is multilingual. One day she has attended a conference. It is where more than two languages were using.

She states that, she was continuously switching from one language to another language, without noticing which particular language s/he is using. Until her interlocutor pointed out, if, in case of mismatch between language and person (Lehiste, 1992).

Code-switching is simply a formal term, it is not connected with emotions or biases like: pidgin, creole etc. code switching is simply a phenomenon in which bilingual or multilingual switches from one language to another language while conversation. As Gal says, 'code-switching is a conversational strategy used to established, cross or destroy group boundaries; to create evoke or change interpersonal relations with their rights and obligations' (Wardhaugh, 2006).

2.2.4.Lingua Franca:

UNESCO defined lingua franca as 'a language which is used habitually by people whose mother tongue are different in order to facilitate communication between them' (Wardhaugh, 2006). In today's world English language is considered as the biggest lingua franca. Lingua franca simply means that in order to communicate two different speech communities, they use different language that is not mother tongue of these two speech communities. To be able to understand each other, they use a language that is known as lingua franca. In bilingualism, usually there are more bilinguals than monolinguals. A person needs to learn a second language just to be able to communicate with others. In this way, English language is considered as the second language of the vast number of population of this world. Now English is not just an international language, but it becomes a global language. Even with a single language we are able to communicate with at least large part of the world. (Danyal, 2012) It means that English language is used as Lingua franca. Mostly people learn English as their second language to be bilingual.

3.Issues concerned with bilingualism:

3. 1.Bilingualism and Identity:

Languages are directly related to identity of speakers. It is when a particular language is being used for educational purpose then other language is just restricted to home. This situation creates identity seriously challenged, in this manner. Minority speaker's language is not being used in academic life. Their tradition, literacy and customs of their community become ignored. The knowledge of these languages becomes obscure for others. There is another concept that, due to bilingualism, the minority language speakers prefer to speak the dominant language (Martin & Smith, 1998). In this way they rebuild their identity according to the other language that is used in powerful domains. This new identity is not related to their real identity, of their first language. According to a research, minority language speakers of Punjabi who are studying in England are reconstructing their new identity in order to hide their actual identity. The authors argued that we should not maintain such irregular distribution of power and language. Speakers should negotiate with their friends in their native language. They believe that English language is just used as a means for educational purpose, but their first language can be used as a support in education or learning a second language (Martin & Smith, 1998). It can be the example of compound bilingualism, in which, in order to be bilingual, the first language of children helps them to learn the second language. One of the perceptions is that, where minority language children are studying in a major language which is used as a dominant language in their country. So research argues that it is difficult for children to get competence in both two languages (Lehiste, 1992) (one is their native tongue and the other one in which they get education). Usually, the learners get good competence or knowledge in the dominant language.

3.2.Reasons of being Bilingual:

Everyone in this world has some competence regarding other languages. According to a research even in the restricted monolingual society, people have chance to get in touch with others cultural backgrounds through mass media, long distance communication facilities (phones, mobile phones, and internet (Furlan, 2001). Even if people are not living in a multicultural environment they get opportunity to meet with different cultures or languages for interaction purpose. One of the possible interactions can be done, in a way that both the different language communities shared a common language for communication, that language is also known as Lingua Franca.

There are mainly two reasons to be bilingual. According to Furlan, she classified two reasons to be bilingual. The first one is 'elite bilingualism' and 'non-elite bilingualism' (Furlan, 2001). For example, in elite bilingualism, a child takes admission in foreign language school. Where he learns a second language, even he is unable to learn the second language there would not be any severe problem. So, in 'non-elite bilingualism' a child lives and belongs to a minority speech community. 'To learn a second or dominant language is important for his/her future it is therefore one should have almost sufficient level of knowledge of Dominant language in order to lead successful economic survivals of environments within society.

3.3. Bilingualism and cognitive development:

Bilingualism is greatly connected with cognitive development. Second language influence the intelligence and strength of mind of bilingual brain. It was previously believing that children should not be encouraged to learn a second language (Diaz, 1983). It can inhibit the growth of mind. The bilingual children get confused while selecting, which language is considered as their first language. In 1962, the belief towards bilingualism had changed. There are numerous studies states that bilingualism causes positive affect on the cognitive or mental areas of brain. According to Peal and Lambert, they introduced a study, 'their result indicated that bilinguals do not suffer from any negative effects of bilingualism on their cognitive and metalinguistic development. It is in fact, most studies from their publication point to a positive impact' (Arnarsdottir, 2012). There are different researches that claims bilingualism helps in building the growth of brain by using both the language at the same time. 'Research has overwhelmingly shown that when a bilingual person uses one language, the other is active at the same time. When a person hears a word, he or s/he doesn't hear the entire word all at once: the sounds arrive in sequential order. Long before the word is finished, the brain's language system begins to guess what that word might be by activating lots of words that match the signal. If you hear "can," you will likely activate words like "candy" and "candle" as well, at least during the earlier stages of word recognition. For bilingual people, this activation is not limited to a single language; auditory input activates corresponding words regardless of the language to which they belong.' (Marian & Shook, p. 2) Another point is that, a hypothesis was introduced as Critical period hypothesis. According to this hypothesis, there is a specific age, which is fixed in learning a second language. Approximately from birth to 11 years a person is able to get native like competence and fluency in another language. After this period, it would be difficult to get native like fluency (Bialystok, 2001). It means maturation and aging affect language acquisition and learning in bilingual speakers. But there are some exception, for examples there are some adults who are succeeded to achieve native like fluency in second and another languages. In the terms of mentality and cognition, it is assumed that a bilingual brain has less chance of Alzheimer's disease than in monolingual brain. The comparison between monolingual and bilingual leads to greater differences; it is assumed that bilinguals are good in problem solving task and tricky games than monolinguals. But there are always some exceptions we cannot say that bilinguals are always get high positions than monolinguals, there are different areas where monolinguals and bilinguals are equally active.' Even there are other psychological and sociological factors which effect on the performances of individual person, whether they are bilingual or monolingual.

3.4. Bilingual Education:

Bilingual Education can be defined as the way of teaching with two languages. The first one can be the native language of the society or the second one can be the dominant language of the community. According to Brown; 'It (Bilingual Education) is method of teaching academic subjects to a non-native speaker of the dominant language'(Brown, 1993). It means to teach a dominant language to those speakers who are non-native. In which the learners have different mother languages but he learns probably the second or another language that is considered as dominant language. There are certain methods were introduced in favor or against of bilingual education. According to research: 'throughout history, many English language-teaching methods have developed some were in favor of using first languages and some were not. One of the first English Language teaching methods that highly encouraged and depended heavily on the use of first language was The Grammar Translation Method (GTM)' (Al-Sharaeai, 2012). In GTM in which the more focus is on rules of grammar. It focusses is on accuracy of writing rather than speaking. On that time the major languages were Latin and Greek, which were used to teach to the learners. This method is still used in different areas of Pakistan and other parts of the world. It was also not likely to teach in bilingual education.

Because of certain circumstances by the influence of the dominant language, other languages were prohibited to use in classroom settings. But now the use native language in formal or informal teaching is become acceptable in classroom. Even there are certain methods of language teaching introduce, where the use of native language is acceptable. It is assumed that we should start to teach a second/another language from elementary classes. Even in Pakistan the teaching of nonnative language starts from elementary classes.

According to (lee); 'If research consistently demonstrates a positive relationship between cognition and bilingualism, educators can argue that such findings support the aim to promote bilingual education. If, on the other hand, bilinguals are shown to be comparatively deficient to monolinguals, educators could conclude that proficiency in two languages should not be a primary educational goal in the classroom' (Lee, 1996). In this way it depends on the situation where bilingual education is used.

4. Research Methodology

4. 1.Method:

The main focus of this study is on the bilingual students only, who are learning in different institutes. Perceptions are different from attitudes that there are many researchers who have already done their work on attitudes towards bilingualism for example: (Baker 1994). This study is a Quantitative research study that is formal and systematic research methodology, in which the result will show in numerals. This paper will use quantitative research tools and methods for collecting data.

4.2. Participants:

It is previously stated that, the main aim of this paper is to explore the perceptions of bilingual students on their second language. All the participants will be students from English Department, Sindh University, and Jamshoro. All the students who will participate in this particular study are (Bilinguals), and can able to speak two different languages fluently. This paper will try to collect the results from about 110 students. The participant will be selected from both male and female students.

4.3. Research tool:

The research tool of this study is Questionnaire. Questionnaire is a tool of quantitative research methodology. There are sixteen questions which are included in this questionnaire. All the given questions are closed ended. This questionnaire is based on Likert scale. Likert scale is a scale introduced by Likert. It shows five options, which are written as (strongly agree, agree, neutral, disagree, and strongly disagree). In the beginning of the questionnaire, there are some introductory questions, like asking of name, class and gender. All the students are required to encircle the answers that they think are best. The questionnaire is adapted from a research paper by Joel Swagman. The title of that research paper is 'Analyzing Attitudes towards Bilingualism' (Swagman, 2013).

4. 4.Procedure:

The data will be conducted through questionnaire. The prepared questionnaire will be distributed among almost 110 students. The students will be asked to complete the questionnaire with suitable answers. The questionnaire will be collected from students for analyzing the result. Then the collected date will be added in SPSS software for data analysis. This questionnaire will be conducted from many students of the same institutes.

5. Data Description and analyzing:

This section shows the result through tables drawn of every item on Questionnaire. The interpretations of tables that belong to different factors have been discussed.

5.1.Factors that analysis the data:

In this study, the male participants were 50, whereas the female participants were 55. Most of the participants are bilingual, only seven are monolingual. The data has been collected from different classes of English department of University of Sindh, Jamshoro. The most questionnaires are collected from B.S part (IV) students of Linguistics and Literature.

5.2. Components of Questionnaire:

There are total fifteen statements in the questionnaire of this study. Every question is discussed in brief below. The statement number 1 is about the importance of second language. In this, most of the participants selected agreed to the statement. It means, Bilinguals students agree with this statement, that 'Everyone should learn at least one second or foreign language'. Only 9 students show disagreement with this statement.

The statements number 2, 6 and 9 are interrelated with each other. The statement number 2 is about 'the person that has ability to speak more than one language', 'the statement number 6 shows that a person can be completely fluent in second language'. The statement number 9 is asking about 'do bilingual people exist in the real world? Almost all participants agreed with these statements.

A large number of students believe that it is possible to speak in another language, it is even possible to be completely fluent in another/second language and truly bilingual students exist in real world. There are just few students who disagreed with these statements. Even there is only one student who strongly disagrees with the first and third statement.

The statements number 7 and 15 are the positive statements about being bilingual. The statement number 7 states that learning a second language develops the brain and leads to increase in intelligence. Whereas, statement number 15 states that a bilingual person have a cognitive advantages over monolingual person. These both statements favor that bilingualism gives positive affect on mental capabilities. Most of the participants agreed and strongly agreed with two statements. But still 10 participants out of 105 disagreed with statement number 7 that shows that learning a second language increases in intelligence.

In the second statement there are only 8 participants, who disagreed and strongly disagreed. There are other researchers who agree that there are cognitive advantages on bilingual children. (E.g. Cummins & Gulutsan, 1974; Feldman & Shen, 1971; Lanco-Warral, 1972; Lambert, et al. 1973)

The statement number 3 states that knowing a foreign/another language would be nice but could not have worth at all; it is trouble of learning it. To learn a second language is a complicated phenomenon. 37 participants agree that it is not valuable to learn a second language, whereas 36 participants claim to be neutral in this statement and 20 disagrees with it. This means that knowing or learning a second language is valuable. The result of this statement is overall an average. The statements 4 and 14 were negative statements regarding bilingualism. The statement number 4 states that the human brain has trouble in processing more than one language. The statement number 14 states that if you start to become fluent in one language, you will begin to lose fluency in your native language. The statement number 4 claims that human brain face trouble by using and storing two languages. Majority of the participants disagree with this statement. The statement number 14 is about whether a second language greatly affect your native language or not. The result of this statement is the same as the first one. Majority of the participants disagree with this. According to majority of the bilinguals and few monolingual students of English language department believes that bilingualism does not affect the human brain and native language in any sense.

The statement number 5 states that 'people who can speak more than one language fascinates me, I don't know how they do it'. In this statement majority of the students agree that means to be fluent in more than two languages is something extraordinary. The statement number 8 claims that 'The brain effort is required to master the two languages instead of one and diminishes the power of learning other things'. The result of this question is an average one. 32 students agree while 27 disagreed and 23 students stated to be neutral. Statement number 10 states that the 'bilingual people often accidentally mix up words from different languages when speaking'. The results show that majority of students agree and few disagreed.

The statement number 12 states that 'Bilinguals can become confused about, which language to think in'. In which majority disagreed. Most of the students believe that bilinguals think in their native and first language. They do not get confused in thinking process. The statement number 11 claims that foreign language education should start in elementary classes. In this statement almost half of the participants like 51 students agree and strongly agree but rest remain neutral while other showed disagreement. It means in this question it receives an average result. The statement number 13 is a saying of *Otto Von Bismarck*. Foreign languages are useful for head waiters and couriers only' in which most of the students remain neutral. Majority of the students disagree and strongly disagreed. It means another language is important for everyone, not just for head waiter and courier purpose.

6. Findings:

The study interpreted that bilingual students' perceptions towards bilingualism is positive. It means that bilingualism is playing important role in different ways. This study finalized three main points, which are discussed below:

6.1. Importance of second language:

In this study it is stated that every person should learn at least one second/another language. Almost every person comes across with a language other than his/her first language. A second language language is very important. It helps people to communicate in wider area. It is beneficial in financial, academic and political affairs.

According to Furlan; 'To be bilingual is to have greater opportunities of becoming successful' (Furlan, 2001, p. 6). The perception of bilinguals towards bilingualism is very positive. To be able to speak or learn a second language seems very important. It helps in becoming successful in life and helps to get job opportunities and a better lifestyle. In this way it is easy to understand the other communities' cultures and languages.

6.2. The Effect of Bilingualism in cognitive development:

In this study it claims that bilingualism helps in the development of cognitive ability. It increases intelligence and helps in solving different problematic tasks. Previously it was believed that bilingualism affects/inhibits the cognitive development (Diaz, 1983). After that the belief has been changed, According to Peal and Lambert, they give a study which claims that bilingualism helps in cognitive developments (Arnarsdottir, 2012). In fact, it gives positive impact on the brain of humans.

6.3. Existence of Truly Bilinguals:

In this study, it believes that true bilingual people exists in this-real world. Almost all participants agreed with this statement. It means that such bilingual people are present in this world. If a person is equally fluent in both the languages then this is known as *balanced bilingualism* (Hakuta& Diaz, 1985). In this study majority of the participants were bilingual and they considered themselves as completely fluent in their first and second languages.

6.4. General interpretations on study by author:

The main purpose of this research study is to explore the perceptions of bilingual students towards their another language. How the bilingual students feel and think about the language other than their native language. In this study it gets positive results in being bilingual. It means another language should be needed in life.

Bilingualism is a term, which means person is able to use or communicate in two languages. We have another term which is multilingual; it means if person is able to use more than two or multiple languages in his/her life. Bilingualism is a huge term, and there are different ways to be bilingual. It is classified into different types for example:

simultaneous or co-ordinate bilingualism, sequential bilingualism, compound bilingualism, compound bilingualism, incipient bilingualism, Passive bilingualism and Balanced bilingualism etc. It was believed that a person is not equally fluent in both the languages, cannot be considered as bilingual. But it is not the case, a person can be considered bilingual if s/he is good in one language and able to understand the other language, but cannot speak it. This type is known as passive bilingualism (Klein, n.d.).

In this study, 91 participants were bilingual, while only 14 participants were monolingual. The perception towards bilingualism of bilingual students is in favor of another language. They believe that bilingualism has great importance. It is not only helpful in academic life but it is beneficial for brain of human, in a way that it develops the cognitive abilities in human brain (Arnarsdottir, 2012). If to have a second language one can have the reason to get success in life. In today's world English language is considered as an important language. It is not an international language but a global language. So in order to acquire/learn a second language can lead to success in academic and financial position. As a member of a magazines, says that, just to learn a single language, I am able to communicate with large parts of the world. (Danyal, 2012)

Second language helps in increase intelligence within bilinguals. According to a research, bilinguals are better in problem solving tasks than monolinguals (Arnarsdottir, 2012). By all these benefits, Bilingualism can also be criticized in different ways. It can be harmful, because to be bilingual a person can lost his/her actual identity in order to create a new identity from their second language (Martin & Smith, 1998). A language is connected to identity so to learn a second language is to get another identity. Another problem is the reason behind being bilingual. Some people learn a second language just to get importance; it is an example of Elite Bilingualism whereas it is a compulsion for some people to learn a second language to understand the environment around them. For example to learn or acquire a dominant language for to survive in the society is an example of non-elite bilingualism (Furlan, 2001). These are two main reasons to be bilingual.

In this research it is described for a possibility towards complete fluency within two languages. It means that true bilingual speakers do exist in world. Especially in Pakistan, most of the speakers are Bilingual. In this study it states that a person can be equally fluent or can get native like fluency within both of languages that s/he has learn/acquire.

Although, in bilingualism, it is assumed that bilinguals do mix words from different language while speaking but it is not a big issue. In this study it also discusses certain important terms which are used in bilingualism. These terms are code-Switching or code-mixing (in which person switches from one language to another language), Lingua Franca, Learning and Acquisition.

7. Conclusion

This study explores the view, that we should start bilingual education from Elementary classes. It probably means that, it is beneficial to give education of another language from primary classes. But there are certain issues regarding bilingual education that need to be considered. To promote good education, we should have a bilingual or multilingual teacher, who is aware of different languages and context of the speakers. So s/he can be well-known about the issues that either facilitate or inhibit language learning. In last it may say that there are quite different perceptions towards bilingualism, but bilinguals agreed about the fact that there is great importance to have a second or another language in this world. A further question may arise that how attitudes towards a second language are different from person to person. We may investigate, what would be the certain situation in which the attitudes towards bilingualism are depended.

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