

# THE DIFFERENCES BETWEEN MONOLINGUAL AND BILINGUAL TEENAGER AND YOUNG ADULT LEARNERS IN LEARNING FOREIGN LANGUAGES

**Boymurodova Feruza Ziyot kizi**

MA International Education English teacher

Uzbekistan State World Languages University

[Boymurodovaferuza555@gmail.com](mailto:Boymurodovaferuza555@gmail.com)

**Bahodirova Mohinur Muhiddin qizi**

Student, English Philology

Uzbekistan State World languages University

[mohinurbahodirova9@gmail.com](mailto:mohinurbahodirova9@gmail.com)

## Abstract

The purpose of this article is to analyse the contrast between Language learning strategies (LLS) and proficiency of monolingual and bilingual learners among young adults and teenagers. This research was conducted with 210 who were 12 and 28 years old students in higher education and other type of learning centres. The methods of this research survey and an interview. Result from this study showed that bilingual students have many benefits in terms of cognitive flexibility, learning strategies such as transferring skills and learning environment and social interactions.

**Key words:** Language learning strategies (LLS), cognitive flexibility, transferring skills, social interactions.

## Introduction

In this century, globalization is phenomenal event around this world. It can be useful for humanity because of development in technology, science, art and others. Therefore we are required many skills and one of them is ability to speak in different foreign languages. So as other countries, in our country people pay their attention to learn different languages which are new for them, especially English. And the main interesting fact is that the half of population of Uzbekistan can speak in Russian. It means that these people can be considered bilinguals. And also there people who know other languages like English, French, Hindi, Turkish and others. So rest of population is consist of monolinguals. Naturally, there are differences between them, and around the world and in our country researchers study their ability and strategies and classify them in order to make useful, productive and intensive technologies strategies for language learners.

## Literature Review

### Language learning strategies

Language learning technologies is very important and crucial in this way. In the articles by and Tuncer [1] LLS was illustrated that strategies are used in order to organize learning process and make faster them. While in other source by Gülleroğlu and Özmen [2], they described it that it was not a only one action, it was combination of creative and extraordinary actions. And

of course monolingual and bilingual people differ from each other. Furthermore, according to the article written by Ahmet Yayla, Ishak Kozikoglu and Nigar Celik, bilingual students use wide range of leaning strategies more than monolingual students.[3]. For example, the result of this research showed that bilingual students used different variety of LLS productively because they have experience in learning foreign languages and they understand the differences between two languages in terms of grammar and lexicology. As a consequences they have more opportunity to learn language faster than students who speak only in one language. It is true that there is not clear evidence for these ideas, however, most of the time, bilinguals and multilinguals are considered superior than single-language learners and the research of Nandini Nayak, Nina Hansen, Nancy Krueger and Barry McLaughlin supports this idea with experiment.[4]

## **Cognitive Flexibility**

The first research about “ intellectual advantage” of bilinguals in learning another language was belong to Peal and Lambert [5]. The researchers differentiated the monolingual french speaking children and bilingual french-English speaking children by a battery cognitive tests and the result of tests showed that bilinguals perform tests better than monolingual peers and showed their improved cognitive flexibility. Secondly the result of Tiansheng Xia and Yi An’s research, bilingual students are more creative than monolingual students because of strong cognitive flexibility but they do not understand mechanism [6]. Additionally , in the research of Costa et al bilinguals are considered to develop improved EF because they can manage several languages at the same time [7]. On the other hand, Anahita Shokrkon and Elena Nicoladic tried to find differences between monolingual and bilingual students in terms of cognitive flexibility but they could not find any differences between them. Instead of it, they noticed contrast between two groups of monolinguals. [8]. Additionally, in the research work of Sandoval-Guzman Jenifer, although the difference between balanced and unbalanced bilinguals is mentioned, there are not any significant diversity between students who speak in one language and two languages.[9]

## **Creativity**

There are several research that gives information and evidences about bilingual’s creativity in everything for example completing tasks, learning languages and others. The result of Ricciardelli’s research indicated that generally bilingual students did creative tasks better than monolinguals despite some contrary evidences[10]. And biocultural experience can be the main reason for their high creativity. It means that bilinguals are aware of cultures of bi or multi countries. As a result they have wider outlook than monolinguals’.[11] However, in the study of Tiansheng Xia, Y An and Jiyaue Guo, another findings are given that bilinguals are more creative in nonverbal tasks, monolinguals have extraordinary creativity in verbal tasks.[12]

## **Transferring Skills**

Transferring skills that using something learned in other case or job. Like that in general bilinguals have got improved transferring skills than monolinguals by using different learning or memorizing methods in learning third language. And it is called “Cross-language transfer” . Although most of the texts of resources based on monolingual instructions, bilingualism can open new opportunity for your career, because you know two languages as a result you have

twice more resources than monolinguals, Jim Cummins shared this idea in his research work [13]

### Methodology

210 students ( 180 of them are bilinguals and rest of them are monolinguals) answered the survey questions. And around 90% of bilinguals have their own language learning strategies or methods that created during language learning process. Furthermore, more than half of bilinguals agreed the question “Do you compare grammar rules, words and other aspects of languages?”. However, monolinguals’ answer are mostly “No” or “I have not an idea”. As a result the main difference was found between them. On the another hand, the students attended offline interview. Although bilingual students showed their stronger cognitive flexibility and wider outlook, they have a minor problem with categorizing information. What I mean by this, they have knowledge and information about two languages and in learning third language they may confused word like using translation option of native word. Moreover, the second contrast was identified by this method. Students who speaks Uzbek and English shared their experience learning Russian. Firstly, it’s true they used their transfer skills and language learning strategies and they worked but in theme of “Роды: жр, мр и ср” in English “He, she and it”. But in Russian they are identified by the last letter of words instead of their genders. And they had a trouble with accepting this rule. But monolinguals accepted new rules without discussion

### Findings and Discussion

According to the researches of other language learning researcher, bilinguals may have an advantage in terms of having bicultural creativity, wider outlook, cognitive flexibility, transfer skills like cross language transfer and private language learning strategies that experienced. In general I can say that, firstly everything may be difficult , and the brain of bilingual student trained to learn languages and it confronted and tackled different challenges, so next steps or languages cannot be as difficult as first one. Overall, the result of these methods showed that bilinguals are superior in learning languages and if someone learn new language, the next language that planned to learn may be more easier than first or second one.

### Conclusion

To sum up, learning new languages are useful for monolinguals and bilinguals: Monolingual can form new skills or methods mentioned above in learning languages, bilinguals can improve their language learning skills. Nowadays, the number of bilinguals is increasing significantly and author explores that these researches can be beneficial for organising new intensive program and writing books and methodology for bilinguals, too instead of separate and autonomous resources.

### References:

1. “How do monolingual and bilingual language learners differ in use of learning strategies while learning a foreign language? Evidence from Mersin University”. Ufuk Tuncer. Procedia- social and behavioural science. 2009. Pages 852-856.  
<https://www.sciencedirect.com/science/article/pii/S1877042809001566>
2. “Determining language learning strategies used by the students at faculty of educational sciences based on some variables”. Gülleroğlu and Özmen. Education and science/ Egitim ve bilim. 2013, p30.



[https://openurl.ebsco.com/EPDB%3Agcd%3A8%3A18683000/detailv2?sid=ebsco%3Aplink%3Ascholar&id=ebsco%3Agcd%3A95703068&crl=c&link\\_origin=scholar.google.com](https://openurl.ebsco.com/EPDB%3Agcd%3A8%3A18683000/detailv2?sid=ebsco%3Aplink%3Ascholar&id=ebsco%3Agcd%3A95703068&crl=c&link_origin=scholar.google.com)

3. “A Comparative Study of Language Learning Strategies Used by Monolingual and Bilingual Learners”. Ahmet Yayla, Ishak Kozikoglu and Nigar Celik. European scientific journal. 2016, p20.  
[https://www.researchgate.net/profile/Ishak-Kozikoglu/publication/308749538\\_A\\_Comparative\\_Study\\_of\\_Language\\_Learning\\_Strategies\\_Used\\_by\\_Monolingual\\_and\\_Bilingual\\_Learners/links/5a4b6d990f7e9ba868b0b549/A-Comparative-Study-of-Language-Learning-Strategies-Used-by-Monolingual-and-Bilingual-Learners.pdf](https://www.researchgate.net/profile/Ishak-Kozikoglu/publication/308749538_A_Comparative_Study_of_Language_Learning_Strategies_Used_by_Monolingual_and_Bilingual_Learners/links/5a4b6d990f7e9ba868b0b549/A-Comparative-Study-of-Language-Learning-Strategies-Used-by-Monolingual-and-Bilingual-Learners.pdf)
4. “Language Learning Strategies in Monolingual and Multilingual Adults”. Nandini Nayak, Nina Hansen, Nancy Krueger and Barry McLaughlin. A Journal of Research in Language Learning. 1990, p23.  
<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-1770.1990.tb01334.x>
5. “The relation of bilingualism to intelligence.”. Peal and Lambert. Psychological monographs: General and applied. 1962, p23.  
<https://psycnet.apa.org/record/2011-17952-001>
6. “Bilingualism and Creativity: Benefits from cognitive inhibition and cognitive flexibility”. Tiansheng Xia, Y An and Jiyaue Guo. Educational Psychology. 2022.  
<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.1016777/full>
7. ”Does bilingualism really affect social flexibility?”. Marc Lluís Vives, Lydia Repke and Albert Costa. Cambridge university Press. 2018.  
<https://www.cambridge.org/core/journals/bilingualism-language-and-cognition/article/does-bilingualism-really-affect-social-flexibility/5F457CD6A8F29F59DE68B63EFA8D420E>
8. “Absence of a bilingual cognitive flexibility advantage: A replication study in pre-schoolers”. Anahita Shokrkon and Elena Nicoladic. Tenth International Congress on Peer Review and Scientific Publication. 2021.  
<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0255157>
9. “Creativity, Openness to Experience of Cognitive Flexibility among Monolinguals and Bilinguals”. Sandoval-Guzman Jenifer. Azusa Pacific University. 2022, p11  
<https://www.proquest.com/openview/5f2f8fd38fb4df53109f3655ae567219/1?pq-origsite=gscholar&cbl=18750&diss=y>
10. “Creativity and bilingualism’. LLA Riciardelli. 1992.  
<https://onlinelibrary.wiley.com/doi/abs/10.1002/j.2162-6057.1992.tb01183.x>



11. “Bilingualism and Creativity: Benefits from cognitive inhibition and cognitive flexibility”. Tiansheng Xia, Y An and Jiyeu Guo. Educational Psychology. 2022.  
<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.1016777/full>
12. “Bilingualism and Creativity”. Anatoliy V. Kharkurin. 2018, p31.  
<https://www.taylorfrancis.com/chapters/edit/10.4324/9781315101682-8/bilingualism-creativity-anatoliy-kharkhurin>
13. “Teaching for Transfer in Multilingual School Context”. Jim Cummins. Monolingual and bilingual education. 2017.  
<http://www.canal.com/uploads/1/2/0/8/120881056/bilingual.pdf#page=121>