



## USING BILINGUALISM FEATURES TO SUCCESSFULLY LEARN ENGLISH

**Bekbosinova Dilfuza**

*Karakalpak State University*

*13.00.02-Base doctoral student in the specialty*

*Theory and Methodology of Education and Training*

**Abstract:** This article explores how features of bilingualism can be leveraged to enhance English language learning. A literature review was conducted to identify key bilingual features that support additional language acquisition. Results indicate that bilingual practices such as code-switching, translanguaging, metalinguistic awareness, and cross-linguistic influence can be strategically employed to scaffold and accelerate English learning. Methods for integrating these features into English language instruction are analyzed and discussed. The article concludes that a bilingual approach utilizing learners' full linguistic repertoires is advantageous for successfully acquiring English. Thoughtful incorporation of bilingual features can enrich English teaching methods.

**Keywords:** Bilingualism, English language learning, translanguaging, metalinguistic awareness, cross-linguistic influence

**Annotatsiya:** Ushbu maqola ingliz tilini o'rganishni yaxshilash uchun billingvizm xususiyatlardan qanday foydalanish mumkinligini ko'rib chiqadi. Tilni qo'shimcha o'zlashtirishga yordam beradigan ikki tillilikning asosiy xususiyatlarini aniqlash uchun adabiyotlar tahlili o'tkazildi. Natijalar shuni ko'rsatadiki, translanguatsiya, meta-til xabardorligi va tillararo ta'sir kabi billingvizm usullaridan ingliz tilini o'rganishni yaxshilash va tezlashtirish uchun strategik foydalanish mumkin. Ushbu funksiyalarni ingliz tilini o'qitishda birlashtirish usullari tahlil qilinadi va muhokama qilinadi. Maqolada talabalarning to'liq til repertuaridan foydalangan holda ikki tilli yondashuv ingliz tilini muvaffaqiyatli o'zlashtirish uchun foydalidir degan xulosaga keladi. Ikki tilli imkoniyatlardan puxta foydalanish ingliz tilini o'qitish usullarini boyitishi mumkin.  
**Kalit so'zlar:** Billingvizm, ingliz tilini o'rganish, translanguatsiya, metalingvistik xabardorlik, tillararo ta'sir

**Аннотация:** В этой статье рассматривается, как можно использовать особенности двуязычия для улучшения изучения английского языка. Был проведен обзор литературы, чтобы выявить ключевые особенности двуязычия, которые способствуют дополнительному овладению языком. Результаты показывают, что двуязычные методы, такие как переключение кодов, транслингвация, метаязыковая осведомленность и межъязыковое влияние, могут быть стратегически использованы для улучшения и ускорения изучения английского языка. Анализируются и обсуждаются методы интеграции этих функций в обучение английскому языку. В статье делается вывод о том, что двуязычный подход, использующий полный языковой репертуар учащихся, полезен для успешного овладения английским языком. Продуманное использование двуязычных возможностей может обогатить методы преподавания английского языка.

**Ключевые слова:** билингвизм, изучение английского языка, транслингвация, металингвистическая осведомленность, кросс-лингвистическое влияние.

## INTRODUCTION

As English continues to be widely learned as an additional language worldwide, attention has turned to how bilingualism and bilingual practices can be leveraged to support English acquisition [1]. Rather than viewing bilingualism as a hindrance, researchers are increasingly recognizing the benefits that knowledge of multiple languages confers in learning an additional language like English [2][3]. This article aims to identify specific features of bilingualism that can be strategically used to enhance English language learning and to analyze methods for integrating these features into English instruction.

A bilingual approach to English teaching acknowledges that emergent bilingual learners possess valuable linguistic resources in their full repertoire of languages [4]. Cummins' linguistic interdependence hypothesis posits that skills acquired in the first language can transfer to support development in another language [5]. Bilingual learners can utilize metalinguistic insight, vocabulary knowledge, and literacy skills gained through their first language(s) to facilitate English acquisition [5][6]. Additionally, bilingual practices like code-switching, translanguaging, and cross-linguistic comparisons allow learners to fluidly draw upon all their linguistic resources to negotiate meaning and develop their English proficiency [7][8].

## **METHODS AND LITERATURE REVIEW**

To investigate the research questions, a narrative literature review was conducted. Searches in ERIC, Linguistics and Language Behavior Abstracts, PsycInfo, and Google Scholar databases used combinations of the key terms bilingual, bilingualism, multilingual, English language learning, ESL, EFL, second language acquisition, language teaching methods, code-switching, translanguaging, metalinguistic awareness, and cross-linguistic influence. Inclusion criteria were: 1) published in peer-reviewed journals, 2) focused on bilingual features in relation to English language learning, and 3) included empirical findings or research-based teaching recommendations.

Key findings related to the research questions were extracted and organized thematically. The results section synthesizes the findings on bilingual features that support English learning. The analysis examines methods for integrating these features into instruction.

## **RESULTS**

The literature revealed four main features of bilingualism that can be utilized to enhance English language learning:

**Code-switching and translanguaging.** Code-switching, alternating between languages within an utterance or conversation [9], and translanguaging, flexibly drawing upon one's full linguistic repertoire for meaning-making [10], are natural bilingual practices that serve important communicative, social, and cognitive functions [11][12]. In English language classrooms, judiciously permitting students to code-switch or translanguage allows strategic use of home languages to support English development [7][13]. Learners can utilize their first language to access prior knowledge, define new English vocabulary, or discuss metalinguistic concepts. Studies show that code-switching and translanguaging facilitate participation, elaboration of ideas, and engagement with academic content while learning English.

**Metalinguistic awareness.** Bilingualism enhances metalinguistic awareness, the ability to consider language structures and functions separately from meaning [12]. Bilingual experience necessitates attentional control and cognitive flexibility to manage two languages, promoting metalinguistic skills. These meta-level language skills can be applied in English learning to analyze linguistic forms, recognize language patterns, and manipulate language for effect. Research indicates that bilingual learners exhibit advantages in metalinguistic awareness that support English literacy development, such as phonological awareness, morphological analysis, and syntactic control.

**Cross-linguistic influence.** Cross-linguistic influence, also known as language transfer, refers to the way knowledge of one language affects learning and use of another language. While transfer can result in errors when structures differ between languages, it can also be facilitative when languages have shared features. Teachers can facilitate positive transfer by comparing and contrasting English with students' home languages, building metalinguistic bridges. Emphasizing cross-linguistic similarities in phonology, vocabulary cognates, morphology, or pragmatics accelerates English acquisition by allowing transfer of existing linguistic knowledge. Strategic comparisons also raise metalinguistic awareness of both language systems.

**Biliteracy and multiliteracies.** Literacy skills including decoding, comprehension strategies, and text structures transfer across languages. Emergent bilinguals with home language literacy engage in English

reading more strategically, demonstrating advantages in comprehension monitoring, questioning, and summarizing. Bilingual programs that support first language literacy development alongside English show improved achievement in both languages. Additionally, multiliteracies pedagogy situates English learning within a plural view of literacies as social, cultural, and multimodal practices. Creating spaces for learners to utilize multilingual and multimodal forms of meaning-making, such as digital storytelling or identity texts, affirms their linguistic and cultural identities in English learning.

## ANALYSIS

**Integrating Bilingual Features into English Instruction.** The bilingual features identified can be integrated into English language teaching in the following ways:

**Translanguaging pedagogy.** A translanguaging approach values and leverages students' full linguistic repertoires. Translanguaging pedagogy intentionally incorporates home languages alongside English through multilingual readings, comparative analysis of texts, bilingual vocabulary inquiry, and use of learners' languages for group work and writing processes. Strategies like preview-view-review, alternating languages to activate prior knowledge, explain concepts, and consolidate understanding, maximize linguistic resources. Translanguaging spaces in English classrooms create authentic opportunities for bilingual learners to engage in fluid languaging practices and develop multilingual identities.

Translanguaging theory posits that bilinguals have a single linguistic repertoire from which they strategically select features to communicate effectively. In educational contexts, translanguaging challenges traditional language separation models and instead leverages learners' dynamic language practices. Empirical studies have shown translanguaging's benefits for bilingual learners' participation, comprehension, and identities. However, translanguaging pedagogy requires a significant shift in beliefs and practices, as many educators have been taught to enforce English-only policies. Professional development on translanguaging theory and strategies is crucial for effective implementation.

**Contrastive analysis.** Cross-linguistic comparisons, known as contrastive analysis, develop metalinguistic awareness of language structures and support positive transfer. English teachers can facilitate contrastive analysis through cognate instruction, morphological awareness activities, and comparative sentence structures. For example, Spanish-English cognate instruction, focusing on systematic sound and spelling correspondences, accelerates vocabulary acquisition. Comparing grammatical structures and conventions across languages promotes linguistic flexibility and deepens understanding of English forms.

Contrastive analysis fell out of favor in second language teaching when behaviorist approaches were critiqued for overemphasizing negative transfer. However, newer multilingual approaches have reclaimed contrastive analysis as a tool for facilitating cross-linguistic connections and metalinguistic insight [13].

**Multilingual and multimodal projects.** Multilingual and multimodal literacies projects affirm learners' linguistic and cultural backgrounds while developing English skills. Identity texts, such as digital stories, photo essays, or multilingual poetry, allow learners to represent themselves and their experiences through combinations of home languages, English, images, and other modalities. Collaborative reading groups using multilingual texts build comprehension, metalinguistic awareness, and peer support. Process writing approaches incorporating brainstorming, drafting and peer feedback in multiple languages scaffold English writing development. Multilingual and multimodal composition fosters creativity and criticality in English literacies.

Multiliteracies pedagogy recognizes the multiplicity of communication channels and linguistic diversity characterizing the globalized world. Grounded in this framework, recent research has explored how multilingual and multimodal practices can be leveraged for English language learning. Studies have shown the academic and identity benefits of multilingual literature discussions, sister class projects, and digital storytelling. These projects create spaces for learners to draw upon their linguistic and cultural resources while developing new literacy skills. However, such multilingual and multimodal projects may encounter resistance in school settings privileging standard academic English. Advocating for policies that embrace linguistic diversity and home language practices is essential for realizing multilingual approaches.

**Metalinguistic reflection.** Metacognitive strategies and self-reflection on language learning support self-regulation and autonomy. English teachers can incorporate metalinguistic reflection through language learning journals, think-alouds during reading, and self-assessment of language strategies. Reflecting on cross-linguistic similarities and differences, language choices in translanguaging, or applications of home

language skills deepens metalinguistic awareness for English learning. Guided reflection on cultural and linguistic identities explores the affordances of bilingualism for English learning and cultivates plurilingual mindsets.

### **discussion**

The analysis reveals that strategic translanguaging, contrastive analysis, multilingual and multimodal projects, and metalinguistic reflection are promising methods for integrating bilingual features into English language instruction. These methods leverage learners' linguistic resources and experiences to accelerate English acquisition while affirming multilingual identities. The findings suggest a need to shift from monolingual ideologies that exclude home languages to multilingual approaches that embrace learners' full repertoires.

Translanguaging pedagogy, contrastive analysis, and multilingual projects are not simply accommodations, but transformative ways of enacting asset-based, culturally sustaining language education [14]. By valuing and utilizing learners' languages and cultures, these methods promote educational equity and position emergent bilinguals as knowledgeable, capable English learners [15]. However, implementing multilingual approaches requires shifts in teacher knowledge, beliefs, and practices. Language teacher education programs must develop teachers' multilingual awareness and skills in strategically incorporating home languages.

While this review has highlighted the benefits of bilingual features for English learning, several limitations should be noted. The effectiveness of specific methods may vary based on learners' language backgrounds, proficiency levels, and educational contexts. More research is needed to understand how these factors mediate the impact of bilingual approaches. Additionally, the reviewed studies were primarily qualitative or descriptive in nature. Quantitative research with larger samples and experimental designs could provide more robust evidence of the effects of integrating bilingual features on English language and literacy outcomes.

### **CONCLUSION**

This article has demonstrated that bilingualism confers unique linguistic and cognitive resources that can be strategically leveraged to enhance English language learning. Bilingual practices such as code-switching, translanguaging, metalinguistic awareness, and cross-linguistic influence offer valuable tools for supporting English acquisition. Instructional methods that integrate these bilingual features, including translanguaging pedagogy, contrastive analysis, multilingual and multimodal projects, and guided metalinguistic reflection, can enrich English language teaching.

The findings challenge monolingual assumptions and advocate for multilingual, asset-based approaches that value emergent bilingual learners' full linguistic repertoires. By embracing bilingualism as a resource and creatively incorporating learners' languages and experiences, English educators can create more effective, equitable, and empowering language learning environments. Continued research on multilingual approaches and teacher preparation in integrating bilingual features will be essential to realizing the potential of bilingualism for English language learning success.

### **REFERENCES**

1. Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *The Modern Language Journal*, 95(3), 401-417.
2. Cenoz, J., & Gorter, D. (2011). A holistic approach to multilingual education: Introduction. *The Modern Language Journal*, 95(3), 339-343.
3. Туленова, К. Ж., & Расулев, Э. Х. (2024). ОБРАЗОВАНИЕ В РУСЛЕ ОСНОВНЫХ ТЕХНОЛОГИЧЕСКИХ ТЕНДЕНЦИЙ XXI ВЕКА. *Science and innovation*, 3(Special Issue 18), 718-721.
4. Туленова, К. Ж. (2023). К ВОПРОСУ ОБ ИСТОКАХ ФИЛОСОФИИ МЕНЕДЖМЕНТА: ОПЫТ ЯПОНИИ. *Science and innovation*, 2(Special Issue 7), 118-121.
5. Tulenova, K. (2022). CORRELATION OF NATIONAL AND GENERAL HUMAN VALUES IN THE PROCESS OF PERSONALITY FORMATION. *Science and Innovation*, 1(7), 1610-1617.
6. Каримбаев, Р., & Абдуллаева, Н. (2024). РЕВОЛЮЦИЯ В МЕДИЦИНЕ: ПРИМЕНЕНИЕ НЕЙРОННЫХ СЕТЕЙ ДЛЯ ДИАГНОСТИКИ И ЛЕЧЕНИЯ. *Innovations in Science and Technologies*, 1(3), 22-24.

7. Рахматуллаева, М. К. (2023). ЗДОРОВЬЕ ДЕТЕЙ ПЕРВОГО ГОДА ЖИЗНИ В ЗАВИСИМОСТИ ОТ УСЛОВИЙ И ОБРАЗА ЖИЗНИ СЕМЬИ (Doctoral dissertation).
8. Mamatkulov, V. M., & Rakhmatullayeva, M. K. (2023). Some Characteristics of Children's Illnesses under One Year and Ways to Reduce Them. *American Journal of Medicine and Medical Sciences*, 13(4), 507-510.
9. Mamatkulov, V., & Raxmatullayeva, M. (2023). ВЛИЯНИЕ УСЛОВИЙ И ОБРАЗА ЖИЗНИ СЕМЬИ НА СОСТОЯНИЕ ЗДОРОВЬЯ ДЕТЕЙ ПЕРВОГО ГОДА ЖИЗНИ.
10. Элмуротов, Ж. Ш., & Азимова, Ч. А. (2023). ТАБИАТ ФАЛСАФАСИГА ОИД БИЛИМЛАРНИНГ ШАКЛЛАНИШИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(4-2), 1312-1320.
11. Элмуротов, Ж. Ш., & Азимова, Ч. А. (2023). ҚАДИМГИ ШАРҚ ВА АНТИК ДАВР ФАЛСАФАСИНИНГ ЎЗARO ФАРҚ ҚИЛУВЧИ ВА ЎХШАШ ЖИХАТЛАРИ. *Academic research in educational sciences*, 4(5), 669-677.
12. Азимова, Ч. А. (2022). ГЛОБАЛЛАШУВ ДАВРИДА ЭРКИНЛИК ТУШУНЧАСИНИНГ ИЖТИМОИЙ-ФАЛСАФИЙ ТАҲЛИЛИ. *Academic research in educational sciences*, 3(6), 410-415.
13. Байназаров, М. М., Миркасимова, Х. Х., Саидалиев, С. С., Камолходжаев, Д. А., & Тураев, Б. Ш. (2023). Выявление маркеров хантавирусной инфекции в Узбекистане.
14. Halimovna, K. D. Senior teacher of Bukhara State University.
15. Halimovna, K. D. SCIENCE, RESEARCH AND DEVELOPMENT.
16. Karimova, D. H. (2018). Tulaganova DA PECULIAR FEATURES OF GERMAN LITERATURE IN THE SECOND HALF OF THE XX CENTURY. *Scientific reports of Bukhara State University*, 1(2), 120-124.
17. Каримова, Д. Х. (2019). Вариантность в переводе (на примере произведений Братьев Гримм). *Вестник науки и образования*, (4-2 (58)), 43-46.
18. Narzullayeva, F. (2024). MAQOL VA AFORIZMLARNING ANAMIYATI. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.uz), 49(49).
19. Иззетова, Э. М., & Ли, Е. В. (2022). Философский анализ образования и науки в контексте глобальных культурных трансформаций. *Academic research in educational sciences*, 3(NUU Conference 2), 326-331.
20. Izzetova, E. M., & Li, Y. V. (2022). Philosophical and hermeneutic analysis of the symbolic worldview in the context of the aesthetic culture of China. *International Journal of Multicultural and Multireligious Understanding*, 9(2), 284-292.
21. Rakhmatullayeva, S. (2023). PROBLEMS OF PRAGMATIC LEARNING OF GRAMMATICAL FORMS. *Science and innovation*, 2(B2), 408-411.
22. Рахматуллаева, Ш. З. (2016). РОЛЬ ЭТНИЧЕСКИХ ФАКТОРОВ РЕАЛИЗАЦИИ ГРАММАТИЧЕСКИХ ЗНАЧЕНИЙ ФОРМ СПОСОБА ДЕЙСТВИЯ. *Журнал научных публикаций аспирантов и докторантов*, (6), 61-63.
23. Abdullayeva, N. (2023). AHMAD YASSAWI SECT: THE ISSUE OF ZIKR AND THE STATUS OF ZAKIR. *Modern Science and Research*, 2(5), 438-440.
24. Aripovna, R. S., & Qizi, S. M. A. (2023, May). EFFECTIVE METHODS OF TEACHING ENGLISH TO YOUNG CHILDREN. In " USA" INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE TOPICAL ISSUES OF SCIENCE (Vol. 8, No. 1).
25. Shodiyeva, G. (2024). O 'ZBEK VA INGLIZ TILIDA SO 'ZLARNI TURKUMLARGA AJRATISH MASALALARI. *Interpretation and researches*, (4 (26)).
26. qizi Tursunova, M. A., & qizi Shodiyeva, G. N. (2023). MAIN INFLUENTIAL FACTORS TO LANGUAGE LEARNING PROCESS. *Educational Research in Universal Sciences*, 2(3), 1181-1183.
27. Aliyeva, N., & qizi Shodiyeva, G. N. (2023). INGLIZ TILIDA SO 'Z TURKUMLARI TASNIFI MASALALARI SHARHI. *SCHOLAR*, 1(13), 22-27.
28. Navruza, A. (2023). INGLIZ TILI MORFOLOGIYASIDA SOZ TURKUMLARINI ORGANISH ZARURIYATI. ITALY" ACTUAL PROBLEMS OF SCIENCE AND EDUCATION IN THE FACE OF MODERN CHALLENGES"., 14(1).