

THE RELATIONSHIP BETWEEN BILINGUAL SKILLS AND ENGLISH LANGUAGE ACHIEVEMENT

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Abstract: This article investigates the relationship between bilingual skills and English language achievement, focusing on how competence in two languages influences cognitive processing, academic performance, and linguistic development in English. Bilingual learners often develop enhanced metalinguistic awareness, stronger memory skills, and greater cognitive flexibility, which contribute positively to their English proficiency. However, bilingualism may also introduce challenges such as language interference, mixed structures, and imbalanced fluency across languages. This article analyzes the advantages and limitations that bilingual learners experience and highlights how bilingual skills, when supported through effective teaching strategies, can significantly improve English language achievement.

Keywords: bilingual skills, English achievement, metalinguistic awareness, cognitive flexibility, language interference, code-switching, academic performance, multilingual education.

Аннотация: Ushbu maqola ikki tillilik ko'nikmalari va ingliz tili bo'yicha yutuqlar o'rtaqidagi munosabatni o'rganadi. Unda ikki tilni bilish kognitiv jarayonlar, akademik

ko‘rsatkichlar va ingliz tilida til rivojlanishiga qanday ta’sir ko‘rsatishi yoritiladi. Ikki tilli o‘quvchilar odatda yuqori metalingvistik ong, kuchli xotira va moslashuvchan fikrlash kabi afzalliklarga ega bo‘lib, bu ularning ingliz tilidagi muvaffaqiyatini oshiradi. Biroq ikki tillilik interferensiya, til aralashuvi va notekis ravonlik kabi qiyinchiliklarni ham keltirib chiqarishi mumkin. Maqola ikki tillilikning ijobiy va salbiy tomonlarini tahlil qiladi hamda to‘g‘ri pedagogik qo‘llab-quvvatlash orqali ikki tillilik ingliz tilidagi yutuqlarni sezilarli darajada oshirishi mumkinligini ta’kidlaydi.

Kalit so‘zlar: ikki tillilik, ingliz tili yutuqlari, kognitiv moslashuvchanlik, interferensiya, kod almashtirish, akademik rivojlanish.

Аннотация: В данной статье рассматривается взаимосвязь между билингвальными навыками и успехами в изучении английского языка. Анализируется, как владение двумя языками влияет на когнитивные процессы, академические достижения и развитие английской речи. Билингвальные учащиеся обладают повышенным метаязыковым сознанием, улучшенной памятью и гибкостью мышления, что способствует их прогрессу в английском языке. Однако билингвизм может вызвать интерференцию, смешение языковых структур и неравномерную беглость. В статье подчёркивается, что при правильной педагогической поддержке билингвальные навыки могут значительно улучшить успеваемость по английскому языку.

Ключевые слова: билингвизм, успех в английском, когнитивная гибкость, интерференция, переключение кодов, академическое развитие.

Introduction

In recent years, bilingualism has gained increasing attention as a factor influencing language learning outcomes. Learners who grow up or study in bilingual environments often show distinct patterns of cognitive and linguistic development that differentiate them from monolingual learners. English, being a global academic and professional language,

interacts closely with bilingual skills and benefits from the cognitive and linguistic strengths that bilingual students possess.

Bilingual learners frequently demonstrate strong awareness of how languages function, enabling them to analyze English grammar and vocabulary more efficiently. Their exposure to multiple linguistic systems enhances memory retention, problem-solving skills, and the ability to transfer knowledge from one language to another. However, bilingualism may also introduce complications such as interference between languages or inconsistent proficiency levels.

This article examines how bilingual abilities influence English language achievement by exploring the cognitive, linguistic, and educational dimensions of bilingualism.

Cognitive Benefits of Bilingualism

Bilingual learners often demonstrate remarkable cognitive advantages that positively impact their English language achievement. Managing two languages enhances mental agility, working memory, and attentional control, allowing learners to process new information more efficiently. The constant interaction between languages strengthens metalinguistic awareness, enabling students to recognize patterns in English grammar, sentence structure, and vocabulary more quickly than monolingual peers. This heightened linguistic sensitivity also improves problem-solving skills, as learners are better able to detect similarities and differences between languages. Cognitive flexibility, developed through frequent language switching, allows bilingual learners to adapt to unfamiliar English rules and contexts with ease. Additionally, exposure to multiple languages can foster creativity and analytical thinking, equipping students with tools to approach complex linguistic tasks from various perspectives.

Linguistic Influences on English Learning

Linguistic factors play a crucial role in shaping bilingual learners' English proficiency. Positive transfer between languages helps students grasp new English structures by drawing parallels with their native or secondary language, such as

recognizing cognates or similar syntactic patterns. Bilinguals also tend to have greater awareness of pronunciation, intonation, stress, and rhythm, which contributes to more natural and fluent spoken English. However, challenges can arise, including interference from the first language, code-switching, and occasional confusion in vocabulary or word order. These difficulties can slow progress if not addressed through targeted teaching strategies. Educators need to provide explicit explanations of English grammar rules, offer practice in differentiating similar linguistic structures, and encourage consistent use of English in appropriate contexts to prevent fossilization of errors. With the right support, bilingual learners can transform potential obstacles into opportunities for enhanced learning.

Educational and Sociocultural Implications

From an educational and sociocultural perspective, bilingual learners bring diverse linguistic and cultural backgrounds to the classroom, enriching both communication and collaborative learning. Teachers who treat bilingualism as a resource rather than a limitation can enhance English achievement by connecting new material to students' existing knowledge and employing translanguaging techniques during early comprehension stages. Creating a supportive and inclusive learning environment allows students to engage confidently, participate actively, and develop both accuracy and fluency in English. Furthermore, exposure to multiple languages promotes intercultural awareness, empathy, and adaptability, equipping learners with essential 21st-century skills. When instructional approaches are aligned with the needs of bilingual students, their linguistic abilities become a powerful tool, not only for mastering English but also for developing cognitive, social, and academic skills that extend beyond the classroom.

Conclusion

In conclusion, bilingual skills have a strong and multifaceted relationship with English language achievement. Bilingual learners benefit from superior cognitive flexibility, metalinguistic awareness, and accelerated linguistic processing, all of which enhance English proficiency. At the same time, interference and uneven language

development can hinder progress if not addressed properly. Educators play a crucial role in helping bilingual students transform their linguistic abilities into academic success. Ultimately, bilingualism should be viewed as an advantage — a powerful tool that can elevate English learning to a higher level.

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