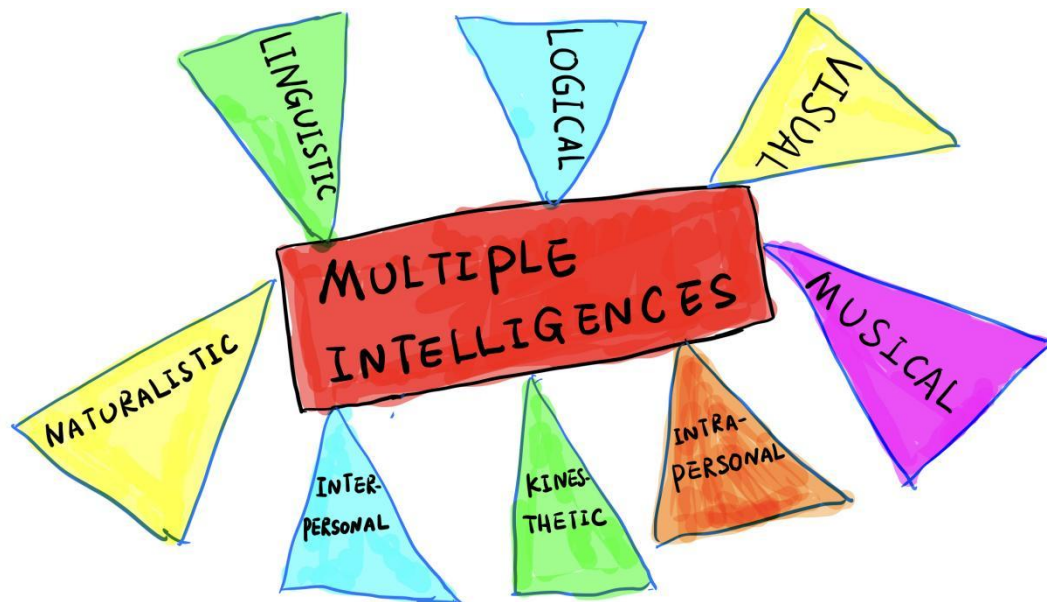


What effect will bilingualism have on my child's intelligence?

Theoretical Basis

Being bilingual has some potential advantages for the society and individual development. From the 1920s to the 1960s, the result showed that bilingual children were behind monolingual children on IQ tests. On the face of it, two language owners were mentally confused and mixed. It was argued that having one language child is more intelligent than having two. Colin Baker denied that for poorly designed IQ tests and research. Nowadays, research across different continents shows that bilinguals tend to be more fluent and flexible in the answers to some types of open-ended questions. Human beings have some types of intelligence. Scientists will renew more and more brightness. From Howard Gardner's famous list of intelligence multiple choices.



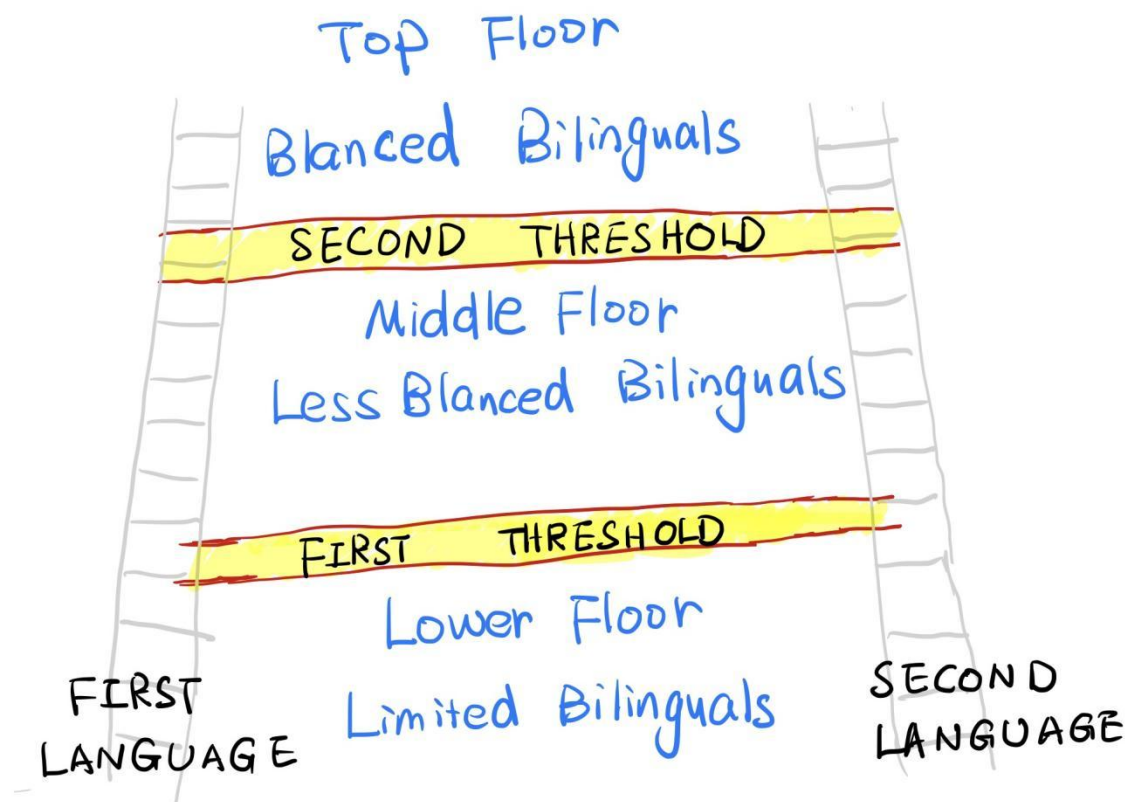
(Multiple Intelligence From Howard Garner)

It concludes verbal-linguistic, bodily-kinesthetic, naturalist, interpersonal, logical-mathematical, etc. In general, Human intelligence has been defined in many ways: The capacity for abstraction, logic, understanding, self-awareness, learning, emotional knowledge, reasoning, planning, Creativity, critical thinking, and problems solving. All in all, it's a kind of ability to have cognitive or infer information abilities and reserve them to knowledge to be applied towards adaptive behaviors within an environment or context.

Introduction

From Colin Baker's House-Ladder language theory, there are three levels of bilingualism: limited bilinguals, less balanced bilinguals, and balanced bilinguals. There are two language ladders to go up the competence levels. It would most likely be three procedures for bilingual children from the gradual learning process. For L2 beginners, the child has one linguistic system but inputs

words from both languages. It indicates that L2 beginners are in the bottom floor area. However, language mixing will happen on beginner bilingual learners have less balance. There is a possible language mixing related to the children's language dominance or relatively proficient language instead of intelligence. L2 beginners like some recorders for lexical sounds, and they acquire receptive skills from parental listening and passive reading at the beginning stage when thinking ability is included and developed for the comprehensible inputs. Monolingual children have almost the same ability to deal with general information as bilingual children. But the L2 beginners have the awareness of different morphemes.



(Language threshold from Colin Baker *A Parent and Teachers' Guide to Bilingualism* p.79)

With the development of four L2 listening, speaking, reading, and writing skills from another language, dealing with them will considerably influence their brain, giving them more chance to develop deep thinking than monolingual children. Nevertheless, language mixing of beginners is commonly considered as having less control over their brains. It's an improvement in L2 learning if the learner can make mistakes. Mistakes or guessing on L2 learning indicate another creativity. There is an expert explanation for language-making mixing at L2 beginner stages. They can differentiate between their two languages. They want to fill the communicative gaps with the awareness of one language, with the equivalent acquired elements from the other language. Language mixing is often said to be due to this factor. Unlike monolingual children, bilingual children can express themselves on particular occasions, even at their beginning stage. For my 4-year-old son is his first time taking the lift instead of the escalator. It cheers him up, and he often says DOORS OPENING like the lifter says when the door opens. DOOR'S OPENING becomes a signal word from my son; he conveys his happy or cheerful feeling. The door's opening equals

the situation word BEAUTIFUL. I heard a beautiful song from my son made by the word 'beautiful.' He expresses himself very well when playing outside happily from a parental practical L2 input perspective.

There is another typical case in Hong Kong. Language mixing is common in communities of high heterogeneity, like Hong Kong language mixing practices in media, instructions, and advertising industry from everywhere and anytime. The definition of language dominance is grounded on Birdsong's. A result of their study comes from their shows. Children can behave monolingual. Language mixing is rare in a monolingual setting, meaning bilingual, trilingual, and multilingual. A separate analysis of intra and intersentential mixing reveals that intersentential mixing is determined by the typological proximity between the children's languages. All instances of the intrasentential, code mixing were insertional. Language speaking choice is related to language dominance. It's possible that the children's mixing is due to their language, dominance, language preferences, and parental mixing rate. Compared with monolingual children, bilingual children can deliver themselves multi-dimensionally and sufficiently. Even though they utilize their standard information language, it definitely cultivates their thinking ability simultaneously on a personal level. A paper shows that language mixing is an essential human language learning device property. Recombination is innate, allowing learners to choose related linguistic features from heterogeneous input and recombine them into new lexical systems as part of their mental analysis. That illustrated bilinguals also contribute to their thinking development and take advantage of monolinguals at the less balanced stage,

At the Top of the ladder, on the house's third floor. Children there have aged-appropriate competence in two languages from Colin Baker's paper. Positive cognitive advantages of bilingualism may appear at this stage. Bilinguals may have thinking advantages over monolinguals when a bilingual child has aged-appropriate abilities in both languages. But what are thinking benefits include?

Analysis

In general, thinking skills contain critical thinking, higher-order thinking, creative thinking, divergent thinking, thinking, etc. Take advantage of specific languages and cultures. Bilingual children enlarged their creative ability from the diversity of learning strategies on teaching interest, interaction and effective teaching visual strategy, and thinking maps, which are famous among EFL/ESL learners to teach comprehension and vocabulary. Games like hangman and catch twenty. But I met some graduated students in job interviews. Those who even major in English teaching have never heard of how to apply thinking maps for future students with diverse cultural backgrounds and instructional diversity. It is a table of different teaching strategies for bilingual and monolingual students from experienced ESL teachers. It also illustrates that inappropriate methods or lack of specific method will lead to SLA failure. So it can indicate the different methods favors by two kinds of learners.

		Mp	Bp
The Direct Approach	In this method the teaching is done entirely in the language being learned. It is a good way for students to adapt another language system and diversity of learning strategy.		√
Grammar-Translation	In this method. learning is largely by translation. Grammar rules are memorized by formula. There is little or no importance stressed on developing oral ability.		√
Audio-Lingual Approach	There is much oral practice of dialogues in every situation. New language is first heard and extensively practised before being seen in its written form which can benifits on verbal comprehension.	√	
Structural Approach	This method sees language as a complex of Grammatically rules which are to be learned one at a time in a set order.		√
Total Physical Response (TPR)	TPR works through the responds from learners to simple orders of teachers. The method stresses the importance of aural comprehension.	√	√
Communicative Language Teaching (CLT)	This method is to enable the learner to communicate extensively and appropriately in the various situations that will engage themselves in.	√	
The Natural Approach	This approach was came up by Professor S. Krashen, stresses on the “natural order” of language acquisition.	√	

There are many kinds of thinking skills. Compared monolingual students instructional and bilingual students. Still, with EFL academic learning backgrounds, it's better for those whose students are bilingual from international schools. Students may have two ways to explain and understand an equivalent context from both languages. The teachers who have EFL academic backgrounds in China. Even though the students are Chinese, they have relatively high proficiency in two languages. It's a better mean hint for them to differentiate the diversity between bilingual and monolingual children in many ways.

A short guide for parents to benefit from bilingualism

1. Is it better to follow the "acquisition system" instead of the "learned system" for beginners?

It is better to follow the acquisition system. From Stephen Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the monitor or editor. It also can function by The Natural Approach when bilinguals follow the acquisition system. Compared to the teaching mode of ordinary monolingual schools, bilingual students who follow the acquisition system in international schools in China pay more attention to exploratory learning without standard answers. Such children can form a divergent thinking mode, such as paying more attention to diverse cultural backgrounds in PBL teaching. PBL teaching will improve students' ability to think and care for others and cultivate their multiple cognitive skills. In terms of vocabulary learning, for example, more emphasis is placed on the overall understanding of the text background. At the same time, students following the learned system tend to separate vocabulary from the text to learn and drill. Instruction with different approaches has led to two different types of thinking.

2. Should I attempt to correct my child's error at the beginning of L2 learning?

A good error maker is a good guesser. A good guesser benefits successful bilingualism. It has been demonstrated that language mixing is an essential human language learning device property. Language mixing is a typical error. For example, just like my child, I have been doing L2 instruction since birth. If I only focus on tangible goals. It frustrates me when a child fails to meet the requirements, making me even more headache, but he is still just a baby. Would you let a baby not make mistakes? Ask for a baby with things that are difficult for adults to achieve. Parents should acknowledge that their child's growth is a process of making mistakes and correcting them unconsciously. They should be an inspiration rather than a corrector when their child makes mistakes. For example, the classroom effect of teachers who are as a encourages is ultimately better than that of teachers who correct the behavior of errors. Parents whose behavior as an inspirator is also admired by other parents. By the same token, whether adults or children stumble in learning a language, they need an inspirational person beside them rather than an error corrector.

The growth of our talents is inextricably linked to the parents and family atmosphere. Corrective parents' evaluation criteria also differ from those of inspirator parents regarding academic

performance. Punitive parents are accustomed to using yes and no questions to test their children's learning, while inspirator parents often use how to approach and push their children's performance. It can be said that the cognition of parents is better for a successful bilingual child, and it can also be noted that the learning experience of bilingual children has changed the parents' awareness. Negative comments on child's language always negatively influence their mental.

3. How do I benefit the bilingualism in my children's Creativity?

If a teacher talks about French with bilingual and monolingual students, monolingual students will relate to their different faces with white skin. In contrast, bilingual students react regarding hair color, character, climate, and other aspects. It can be said that Creativity is also an aspect of thinking ability. In many cases, Creativity also somewhat demonstrates the development of cognitive skills.

When parents cultivate a successful bilingual child, they can affirm that their parents' ideas are sage and advanced instead of a mistake. The success of a bilingual child requires experiencing many mistakes and frustrations. The success of a skill is not accidental, which precisely demonstrates how many language mistakes have been made and corrected through her thinking while learning a second language. These mistakes provide a reference and experience for her to learn any skill in the future, which is a valuable asset. Research over the past twenty years has dispelled these myths. Demonstrating that positive cognitive gains are associated with learning a second language in childhood. Children around the world are growing up bilingual. Researchers define the specific benefits of bilingualism on thinking abilities are Creativity and cognitive development. Especially the impact of bilingualism on Creativity has attracted significant research attention. Creativity is defined as the ability of an individual or group to generate ideas or products that are useful within a social context and is considered a critical 21st-century skill for children to thrive and participate in contemporary societies and economies. For students who learn L2 language, Creativity means they will add personal interpretation during learning. Creativity involves the process of divergent thinking, that is, having the competence to generate multiple solutions to a problem, and convergent thinking, or the process of selecting ideas to produce a correct or preferred answer. (Guilford,1967). So we can responsibly link bilingualism to cognitive benefit. For mental benefits, many researchers have addressed the question of cause and effect. Even though some researchers assume that bilingualism is the reason and mental benefits are the results. On the opposite side, some of them think the other possibility is that they enhance each other. In 1985, one researcher Diaz used statistical analysis techniques to investigate and claimed that bilingualism is more likely to cause increased cognitive abilities than the reserve. In the eyes of parents and teachers worldwide, cultivating bilingual children is not only an intellectual advantage but also a priceless value, such as communication, culture, personality, curriculum, and financial advantages.

4. Can Language-mixing weaken my child's linguistic competence?

It will not weaken linguistic competence. Language mixing has been studied extensively in children and adults. Research on children has shown that most bilingual children keep their languages separate most of the time. When they mix, it is often to fill in gaps and express

themselves more precisely and dimensionally. Even though confusion between two languages is not considered a standard language by many, in the eyes of language teachers or experts, it is only a necessary path toward bilingual fluency. Just like two railway tracks that didn't intersect before, separating after they cross a process. As mentioned above, sometimes children suddenly insert a particular language, perhaps because they feel that the word or short sentence in this language family better matches the complete sentence they want to express. Not so-called nonsense. Many self-created speakers on the internet today are language geniuses. One blogger has created a mixed language family between Chinese and English, not a confusion of morphemes but a new language combining Chinese morphemes with English intonation. In other words, only people with basic skills in both master languages have this ability.

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