

What is the most important factor in raising a bilingual child?

Bilingualism is not rare DNA, nor does it belong to those dazzling multilingual speakers. Every child is born with the ability to be bilingual or multilingual. Some parents think that bilingual education should pay attention to grammar, the meaning of words, pay attention to language proficiency and so on, but the bilingual development process is also a long time, children need to have a positive and pleasant experience in this long time, so it is very important to let children language development into a happy. Each child has many ways to live, and there are different measures for different environments. Some parents are monolingual and some are multilingual, but this does not significantly help children's bilingual growth. On the contrary, the most important factor should be to make children happy and humble to face the bilingual learning. Just as mentioned in the article, in the process of raising bilingual children, what parents can do is not to pay attention to the language itself, but to the language around the language. Just like the gardener can not make the seed of language grow, what the gardener can do is to provide fertile soil, sunlight, water and careful care, and only need to do a few cuts in the process of breeding. Act like a gardener. On the contrary, if faced with this group of self-tender children, parents constantly correct the language, let the child from the heart of the constant confrontation, such behavior not only cannot help the child but also may increase the negative impact.

In the language surrounding language, it is very important to constantly encourage the attitude towards children's language learning, perhaps because a small progress in language is praised, or a smile to the child, which will greatly help the child's language drive. Such a magical effect is not uncommon in our life, we have to admit the greatness of praise.

In a social environment with complex languages, minority languages are also influenced by popular languages and thus reduced. When children are discouraged from using minority languages on the street, or when they encounter standard language theories like those of American extremists, parents often play a key role in cultivating favorable attitudes of children. Such protection ensures that children gain bilingual development while learning the main language, rather than a bias towards monolingualism.

As the text says, language development can be slow, the tender shoots do not develop smoothly, there are many anxious days, and finally in danger of splintering in the strong winds of peer pressure. Parents, as child-rearing gardeners, can do their best to help those open-influence conditions, but parents have no direct control over the development of their child's language skills.

How does bilingualism affect a child's intelligence?

Earlier studies have measured the intelligence of monolingual and bilingual children to determine the level of intelligence between them, and the general conclusion is that if a child is bilingual, that child has a higher IQ than monolingual children. Obviously, this conclusion is not entirely convincing, because the immature study design ignored many important factors, such as children's preference for language, children's living environment and so on. In the later research, the theory is constantly supplemented and improved.

First of all, in terms of observing children's thinking ability, bilingual children have more advantages than monolingual children. The article gives a simple case about how many uses a brick can have. Bilingual children are more flexible in thinking and more creative than monolingual children with the same language ability because they have the foundation of multilingual ability. Monolingual children are called convergent thinkers, while bilingual children are called divergent thinkers. Such a conclusion may be influenced by the basic thinking of language. Take English and Chinese as an example. In the early days of Britain, people preferred to speak first and focus on details in language communication due to the developed trade, while in the early days of China, people lived in an agricultural society and lived within a radius of ten miles for several years or even decades. So when we meet, we always like to care about each other with words, and we always say the key point at the end of a paragraph. It is not hard to see the logical sequence in some of the films released in both countries.

Secondly, from the perspective of thinking, bilingual children's communication is more sensitive, and the various stages of cognitive development will move slightly faster. Research shows that if you ask a child whether the pronunciation of the two words "hat" or "cat" is more like "hat", bilingual children tend to focus on the meaning of the word, which also means that they have a certain advantage in learning and thinking about language. The study seems to liken multilingualism to an accelerator of intellectual growth.

Studies have shown that bilingual children have better analytical skills in language, which also directly affects the control of attention in internal language processing. Since both languages are active in the brain at the same time during processing, one language is suppressed in order to avoid interference during conversation, and this state of mind also helps children to bring certain mental advantages.

Finally, the diagram of a three-story house in the paper divides children into three categories. Children living on the ground floor may have harmful cognition due to their inability to master any language ability, and they will also be affected when dealing with new knowledge and information. The children who lived on the second floor of the house were those who had acquired appropriate monolingualism but were not bilingual, and their cognitive performance was not significantly more positive or negative than that of monolingualism. Whereas a child living on the top floor of a house is a child with two good languages, the positive cognitive advantage of bilingualism may

occur, and when the child's two language abilities are age-appropriate, he may have a more intellectual advantage than a monolingual child.

To sum up, children who have two or more languages are relatively developed have an intellectual advantage. Perhaps bilingual learning will take more time than monolingual learning. If the same amount of time is spent, more studies are needed to prove whether monolingual speakers are superior to bilingual learners in terms of language level.

Is there any value or purpose to switching between two languages?

Each language has its own unique pronunciation, and different pronunciations will convey different emotional expressions in language communication. Because each multilingual speaker does not necessarily master the same level of language, bilingual speakers are likely to switch back and forth between multiple languages in order to accurately express their ideas. Switching this way is like introducing a third language. Some scholars have argued that such a distinction between mixing languages and transcoding is unreasonable, but this discussion has also led to a debate over whether a young bilingual child develops two separate systems or an integrated one. Studies have shown that bilingual children freely switch languages depending on who, where and when the conversation is taking place.

Switching between two languages has many functions. If people do not know a word or phrase in a language, they are likely to use another language to replace it in order to complete the purpose of expression. For example, the translation between computer language and mother tongue can help children improve their comprehension. In a multilingual area, if both parties speak the same language, they are likely to automatically switch to a language that both parties understand. This way of communication not only changes the identity, but also reduces the distance between the interlocutors. Multilingual speakers tend to be more emotionally flexible than monolingual speakers. By changing the language, they can ease tension and inject humor into the conversation. Just like in a committee or conversation, the sudden emergence of a second language may signal a change in mood. If a group of people are having a conversation, as the conversation unfolds we will find that multilingual speakers will automatically draw closer to the common language in order to demonstrate unity or rapport. We will also find that if language follows emotion, as in the passage, a tall, wide professor sat in front of two women speaking at a theatre in London, and when the curtain went up, they switched to Welsh, protesting to each other that their view was being blocked by this tall man. The amused professor said nothing. At the end of the performance, he simply turned to the ladies and said in Welsh that he hoped they had enjoyed the show. This little story also illustrates the power of language to exclude. Similarly, the change of language also means the change of attitude. For

example, in international formal talks, both sides always use the world language to communicate, and use their mother tongue when saying goodbye. Such language switch implies a happy farewell.

Although monolinguals may think it shows a defect when they hear bilingual speakers switching between multiple languages, language switching has certain value and purpose. When monolinguals and multilinguals are having a conversation, multilinguals usually do not switch randomly to avoid embarrassment.

Switching between two languages has different values, and this subtle effect can also help the speaker achieve his goal.

The most important factors for raising bilingual children are suggested from the perspective of parents

The most important factor in raising bilingual children is happiness, but happiness learning also requires many necessary conditions. As we get older, our mind is constantly accepting new information, which leads to a peak in learning efficiency. This often leads to the saying that when is the best age to learn a language?

Studies have shown that bilingual speakers need to begin learning a second language before the age of 8 to 10 to achieve native language proficiency, and it is difficult to achieve native language proficiency beyond that age.

In the process of learning a second language, whether the earlier the learning effect is better, one of the key factors is language communication. In the relationship between second language and intelligence, this is well illustrated by the diagram of a three-story house. If children at the bottom pass through the second floor on their way up the ladder to the third floor, that is to say, if a child is to reach a relatively advanced level of bilingualism, one of the languages must reach a relatively advanced level first. If a 1-year-old child starts learning a second language before the first language has been developed, he or she is likely to miss out on the best nurturing period, which may directly affect the first language. And this is what we call a necessary ability to learn a second language is a first language ability.

Some scholars believe that when learning a new language, the environment takes up half of the elements of language learning. If parents can provide excellent language environment for children, it will be of great help to the process of language learning. If parents play the role of language gardener, children seedlings in different irrigation methods, sun exposure time is different, different quality of soil will affect the growth of seedlings. These factors are just like the language around the language, which is indirectly controlling the environment of children's second language.

Happy learning experience seems to be more like internal motivation. Studies have found that although external motivation is not as effective as internal motivation in learning a second language, the two are not in conflict. If a child not only loves learning a language from the bottom of his heart, but also has a certain degree of recognition of his own language value, The results look very satisfactory.

Language learning methods are also very important, including listening, reading, communication, writing and so on. Such learning methods in China are just like an English test paper, with different ratios. In Chinese English test papers, reading accounts for the highest proportion, which can be explained by the reading part involving vocabulary, grammar, thinking and logic.

In bilingual learning, because the mainstream trend of social language will affect the language development of ethnic minorities, when the practice of the mainstream trend language affects another language for a long time, that is to say, after learning the second language, the native language ability will become worse. In the structure of the brain, the first language and the second language are two balloons, one becomes bigger while the other becomes smaller. But there is also another hypothesis, which is that language is like an iceberg. The first and second language on the ice directly affect the co-existence of language, and the improvement of either language is beneficial to bilingual speakers.

In fact, each factor is involved in raising bilingual children. There may be some order among them, but they are not important. Just like language ability affects intelligence, and intelligence also helps improve language ability. So in the cultivation of children's bilingual ability should be paid attention to in many aspects.