

What effect will bilingualism have on my child's intelligence

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Introduction

Does bilingualism affect one's intelligence? To what extent? These are interesting questions. This paper introduces and discusses the foreign research on the relationship between bilingualism and intelligence and the relevant theoretical hypotheses, and discusses the shortcomings and problems that need to be solved.

Key words: bilingualism, intelligence, problems



Part A

I. The promoting effect of bilingualism on intellectual development



Baker, a leading expert on bilingual research, believes that bilingual learning can help children improve and develop intelligence, keep thinking vitality. Baker further points out



that bilingualism is beneficial to the overall development of children's communication skills, emotional attitudes and moral qualities. In the process of language learning, the

improvement of self-awareness, self-confidence and social moral qualities will help children establish communication and working relationship with target language learners

and become confident language learners and cultural communicators. According to



Howard Gardner's famous list of multiple intelligences, they include: logical mathematics, verbal language, visual space, musical rhythm, kinesthetic, naturalist, interpersonal,

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inverted, and existentialist. Therefore, children's communicative ability and EQ are also part of intelligence. I think I'm a very persuasive case. After learning English, driven by my

keen interest and curiosity, I have achieved excellent results in English. Excellence has given me the courage to express myself and communicate with others, which has greatly



improved my relationships. In 2006, Baker's study also showed that bilingual children seem to be better at selectively focusing on problems, suppressing information, rapidly

increasing attention to misdirection, and competing choices. In conversation, one language is suppressed to avoid distractions. That in itself seems to give thinking an edge.

Similarly, the famous Swiss bilingualist and expert Francois Grosjean has demonstrated that bilingual children or adults not only understand two languages, but also have unique

language-specific structures. Bilinguals subconsciously manage and manipulate attention to one language or another. Their languages not only co-exist; They interact to form their

own whole system. For example, when I was a child, I was talking on the phone with my classmates in Chinese. Suddenly, my mother called me to have dinner in dialect. I

immediately responded with a loud voice in dialect, "I'll come later. The language transition seems natural to me, but it's like playing on a seesaw when it comes to the



executive functions of language transition processing. Green and Abutalebi et al. used

brain imaging to identify a range of related brain regions: They found that the prefrontal cortex, anterior cingulate gyrus, inferior parietal lobules and basal ganglia were all

activated during the language-switching task. In addition, these brain regions are the ones we use when processing various executive functional tasks (attention, choice, inhibition of distraction, etc.). bilinguals perform better on a variety of cognitive tasks that require executive function, such as attention, whether it's suppressing distractions or doing two things at once. In addition, better executive function means greater attention and productivity, which are important components of our cognitive abilities. This advantage of bilinguals makes it easier for them to stand out from other languages. The results of the above experimental studies indicate that bilingual education plays a significant role in promoting children's cognitive development. Being bilingual has a profound effect on the human brain, making children smarter and improving cognitive skills that have nothing to do with language.

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2. Does bilingualism promote better intelligence, or does higher intelligence promote better bilingualism? Studies have shown a positive correlation between bilingualism and intelligence. But is it easier for intelligent people to learn two languages? Or does learning two languages boost intelligence? Why? What are the consequences? Or are they causal? This was studied by Diaz (1985). Based on the findings, he believes it is likely that bilingualism affects intelligence, rather than intelligence affecting bilingualism. In the end, however, he had no hard evidence to support this view. Baker does not delve too far. In my opinion, I support that bilingualism can better affect intelligence and promote its development. As a result of my excellent grades in English, my grades in other subjects also improved miraculously. Due to my English learning habit and imagination of interdisciplinary thinking, the collision of interdisciplinary logical thinking and intelligent games, my English and other disciplines complement each other. The culture and knowledge transmitted through English have increased my knowledge, opened the door of my wisdom, and equipped me with critical thinking and cross-cultural thinking skills. So this is an example of bilingualism affecting intelligence. In my opinion, bilingualism gives the mind a workout, which in turn boosts cognitive skills.

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Baker notes that when children are well below the expected age in both languages, psychological disadvantages can occur in situations that require more complex forms of language, such as the classroom. Having a low level of proficiency in either language may adversely affect cognition. Baker does not go into much detail about why this is the case. Cummins suggests that bilinguals encounter two barriers, or two thresholds, in language learning. Before crossing that first threshold he was a person without a minimum level of proficiency in two languages, a hemilingualist. At this stage the two languages will have a negative effect on his intelligence. If the first threshold is passed he will become a fluent heterogeneous bilingual or monolingual. Bilingualism had no good or bad effect on his intelligence. If crossed the threshold of the second he is going to be a balance of both languages are fluently bilingual bilingual will have a positive impact on his intelligence. The threshold hypothesis allows people to infer the intelligence of bilinguals based on their bilingualism level, which means addressing whether bilingualism has an effect on intelligence. The question of whether these effects are beneficial or have negative effects. I think it is because everyone ignores that mother tongue is the most important, especially in early childhood, children's mother tongue learning is not very solid. Many Chinese parents and teachers believe that learning two languages at the same time can be a

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burden on students, so focus on mastering English first. The CUP hypothesis suggests that two languages interact and that cognitive material acquired in both languages can mix and migrate between each other (Cummins, 2000). That is to say, the learning of the two languages promotes each other, forming the effect of $1+1>2$. For example, the elementary English learners of the sixth grade students I teach have a certain vocabulary foundation. They can easily learn some English sentences by means of translation and can't help using Chinese sentence patterns in communication. For example, "He is a teacher." This house is very big. "I have a new pen" : I have a new pen, etc., after learning Chinese, it is very helpful to understand the text in English learning. I often go to a Chinese teacher's class to find the similarities between Chinese teaching and English teaching. In the communication with a Chinese teacher, the Chinese teacher told me that children want to learn Chinese well, the first thing to do is to dictation words every day, to teach reading in class. Teaching English reading with the reading teaching method in Chinese classroom and finding the similarities between the two language reading methods will make it easier for children to understand and stimulate their thinking. What's more, learning English can also promote the study of mother tongue. For example, my students first learned about a farmer and his wife in an English reading class. The fairy's blessing made the farmer and his wife unmoved. Therefore, I asked my students to write scripts and rewrite stories. In the process of rewriting, they gave full play to their imagination and translated the skills of story writing into Chinese script writing. They successfully rewrote Journey to the West in the Chinese class. Therefore, Bilingualism is not only good for intelligence, but also for other kinds of abilities. The two languages complement each other and promote the development of thinking together. We should not neglect one aspect at the expense of another. We should simultaneously develop bilingualism.

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Part B

1. The benefits of raising children bilingually

The advantages of being bilingual or multilingual are not limited to the home. Studies have shown that bilingual children also have cognitive advantages over monolingual children. For example, they are better at solving problems where they focus on relevant information and ignore irrelevant information. Even bilinguals in their 60s or 70s can attest to these advantages.

Obviously, by the time your child is old enough to read and write and use a computer, knowing other languages is beneficial. Today, print, electronic and other media provide a wealth of information. The potential to access all this information is much greater for people who speak multiple languages, while the potential is limited for those who speak only one language. Of course, understanding a language like English is important because it is the most widely spoken second language in the world. It is widely used to communicate on science, politics, finance, education and other topics, and is widely used on the Internet, print, radio and television. People who speak other languages have access to more sources of information than those who only know English.

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Finally, there are many personal benefits to knowing other languages. There are many job opportunities in international companies and government that require speaking two or more languages. Large international companies need well-educated bilingual people to work in global markets; Governments need multilingual people who can work in

embassies and government offices around the world; Many other sectors of the economy, such as education and science, provide employment opportunities for bilinguals. People who speak other languages also have more travel opportunities.

2. How to create a good bilingual environment?

"One Person, One Language (OPOL)"

 18 This is the most common dual parenting style in Canadian families. Both parents speak a language and always communicate with their children in the language of choice. For example, Perry, a neighbor from Russia, and his wife Natalie have two children, Julie and Andy. Perry speaks English to the children, and Natalie speaks Russian to the children. Natalie's mother doesn't speak English, but she spends two to three months a year in Canada with her grandchildren. Because Julie and Andy were often taught Russian by their mother, Natalie, and their grandmother, both children speak Russian very well. When choosing this method, this option is more convenient if only one parent speaks the non-dominant language. For example, in a place where Perry and Natalie speak Russian and Perry does not, mother Natalie takes on the responsibility of teaching her children a second language. However, if both parents speak a foreign language: for example, if their mother speaks Japanese and their father speaks Spanish, then ideally parents spend more time each day with their children teaching them a second language. This is a very effective method if the domestic parents have some confidence in their English in China: one parent only speaks English, the other only speaks Chinese.

If parents do not insist that one person speak one language, but rather that one person speak multiple languages, here is an example of the barrier: the mother points to an Apple and says to the child, "Apple." The next day, she said in English, "Apple, when the child sees an apple, will the child say" apple "or" apple "? Obviously, my mind is messed up. On the contrary, if the children only see the English "apple", only say that the Chinese "Apple", the world will be so chaotic?

"Use non-dominant language at home and dominant language outside the home"

In Canada, some families, especially immigrant families in Canada, in order to ensure that children master their parents' mother tongue (that is, non-mainstream English), use their parents' mother tongue to communicate fluently, while parents only use their parents' mother tongue. Communicate with children in a foreign language from an early age. Like many Canadian parents who want their children to have a bilingual education from an early age, the couple decided before their daughter was born that they wanted to make sure her child was raised in a bilingual (German-English) environment. So, as soon as the baby was born, the couple spoke German to the baby, and the baby's first words were also German. Of course, children start to attend kindergarten and kindergarten, daily use of English time and environment are increased, English level is improved quickly, soon will become bilingual children. This is probably the most likely way to successfully raise bilingual children. "Because children are taught at home from birth in their parents' native language and have more opportunities to interact with their parents, children can naturally learn a language at home and begin learning English at school."

"One place, one language"

Parents and children speak different languages in different places. This method is usually used for multi-context families. For example, my friend married from mainland  19

China to Hong Kong and her native language is Chinese. She spoke Chinese to her son from the moment he was born. As she was a stay-at-home mother at that time, she spent a lot of time with her son every day, so his first words were in Chinese. Now, whenever she is with her son, they communicate in Chinese. Her husband communicates with their son in Cantonese. If the three of them discuss a problem together, they will use Mandarin. Her son has been receiving English immersion since first grade, so their son can speak both Cantonese and English at school. In Canada, many children go to school with more English words and sentences, and some become reluctant to communicate with their parents in their native language in front of their partners or in public. This approach provides bilingual children with a private space where they can speak non-mainstream languages with their parents in a place of their choosing without worrying.

"One day, one language"

The One Language a Day strategy is an innovative approach that can be implemented between children and their caregivers, or throughout the family, with a different language spoken to children every other day; It can be used alone or flexibly combined with strategies such as "one parent, one language" and "one place, one language."

20 Little Trilingual's team studied a real-life case of a Hong Kong family using a combination of these three strategies to raise a trilingual child. From the age of one, his mother and he spoke Cantonese on Mondays, Wednesdays and Fridays, and English on Mondays, Wednesdays and Fridays. His father had been speaking Mandarin to him. Children from the age of two to participate in English - based preschool, increase English input. "Because the mother is the most fluent in Cantonese and English at home, and wanted the child to learn both languages from the mother, the mother and the child adopted a 'one language a day' arrangement to allow the child to develop a balance between Cantonese and English." The research team followed the child for a year and a half, recording his growth in three languages every month until he was three years old. At age three, we also took standardized tests in three languages.

The results of the study show that the children's development in the three languages is relatively balanced, Cantonese and Mandarin in many aspects of the corresponding monolingual children, or even better; The understanding of English vocabulary has reached the level of American children of the same age, but there is still a gap in vocabulary expression and grammar. What pleased parents most was that the children could easily switch between the three languages, showed a keen interest in learning all three, and were very focused on Cantonese, Mandarin in kindergarten and English lessons. They are willing to interact with people who speak different languages and perform well on various assessments of learning. Thus, if the "One language a day" is well implemented, it will not cause so-called "language confusion" or "language delay", but can produce a relatively balanced group of trilingual children.

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Conclusion

Parents who want to promote a second language at home often feel like they don't have time. Modern life - and modern parenting - are very busy, and learning a second language seems to be an additional addition to the already crowded life. However, for busy (and tired) people, this is good news. These two realities - first, language learning

occurs naturally in real life, and second, daily life is often filled with too many activities and obligations to squeeze anything else into it - are actually complementary, not competitive. Second language learning works best when it is integrated into all our busy daily lives and many activities. It doesn't require extra.



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GRADEMARK REPORT

FINAL GRADE

62/100

GENERAL COMMENTS

Instructor

Your response displays good coverage of the material and main issues.

Your discussion is logically organised, well presented and well expressed, with ample reference to the literature to support your ideas and analysis.

Well done.

Report for Parents:

Although the content of your report for parents is very good and obviously well researched, it is overly academic in style. It seems to address the academic reader rather than parents to whom it should be aimed.

You point out rightly that many parents may be unaware of the best methods to help their children learn the second language, and this is precisely the aim of this part of the assignment.

Your Report for Parents could have been simplified and adapted to the general parent reader, whilst still drawing on applied theory.

Consider a class of children and the varied backgrounds they may come from. Some of the parents may be very well educated, while others not so, and still others may not be willing to read academic texts in order to gain what they need to know. Your report should be much more simple offering clear cut advice on what they need to know and how to support their children in practical ways.

Please check Harvard referencing as there are still occasional errors.

Nevertheless,
your response to the assignment evidences a very competent understanding
of the topic of discussion.

Well
done.

PAGE 1



Comment 1

No need to include key words.



Comment 2

date?



Comment 3

Does Baker mention moral qualities?



Comment 4

Surname only.

Strikethrough.

QM

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Check Harvard referencing. The library session (April 2023) and UWTSD referencing guide should be applied consistently.



Comment 6

Whilst self-reflection is fine, anecdotal evidence needs supportive research evidence.

Strikethrough.



Comment 8

Meaning unclear.

PAGE 2

Strikethrough.



Comment 10

check meaning



Comment 11

elaborate further.



Comment 12

Is there a causal relationship??



Comment 13

rather vague



Comment 14

Do you mean semi-lingual??

PAGE 3



Comment 15

Please write the theory in full.



Comment 16

what is the link?



Comment 17

What are the main issues parents are concerned about?

PAGE 4



Comment 18

Is this a quote?



Comment 19

Refer to any theory which supports this idea.

PAGE 5



Comment 20

Explain the source of this material on Little Trilingual.



Comment 21

??



Comment 22

Use reputable research articles from peer reviewed journals.

PAGE 6



Comment 23

extra what?



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