

Hello everybody, my name is saira Arshad and my student id is 2125447. Today I am going to analyze the benefits of bilingualism and multilingualism. According to Evelyn Fogwe Chibaka bilingual or multilingual, possesses enhanced cognitive abilities compared to monolingual. He says that it is not just a claim but rather grounded in scientific experiment that was conducted in the 1989 publication of Foster and Reeves to validate this point. In this study they utilized the Ross test to evaluate cognitive function, butterfly, and moths test instrument to assess meta cognitive processes among two groups: English – French bilinguals undergoing French instruction and a control group of English bilinguals. The research outcome indicated that individuals who had undergone foreign language instruction performed better in tasks requiring evaluation, which is recognised as the most advanced cognitive skill in Blooms taxonomy, moreover through a linear trend analysis, it was observed that the longer duration of French language linked with higher performance among the participants (Chibaka, 2018).

According to Sharynne McLeod, Sarah Verdon, Maryanne Theobald (2015) benefit is multilingual children can easily form friendship with others as Bjork Willen (2007) illustrated that multilingual preschool children imitating and switching techniques to actively engage in group play. This imitation of common interest or languages often facilitated inclusion in play activities Bjork Willen (2007). Cromdal (2004) discovered that bilingual children influenced or allowed others to play activities seamlessly switching between languages or it can be called code switching. Cekaite (2006) discovered that bilingual children employed humor, physical gestures, and emotional

expressions to navigate social interaction and build connections with others. These researches recognise the social adeptness of bilingual children initiating, shaping, and impacting their relationship with others (Mcleod, et al., 2015).

According to website "connect us by editor in chief" (2019) says that multilingual education enables working memory to grow stronger. This enhancement leads to improved information processing abilities when encountering new audio stimuli, ideas, concepts, and real-life experiences. Editor also adds that engaging in multilingual tend to experience reduces level of fear and anxiety making them less likely to develop mental health disorders (Chief, 2019).

My activity aligns well with the research findings on bilingualism and multilingualism, particularly in children. By engaging bilingual children in activities that involve repeating words in both Urdu and English. I also provide them with valuable cognitive stimulation that can have several benefits such as cognitive flexibility, enhanced executive functioning, cultural and linguistic preservation, and openness to learning further.

According to study by (Dockrell, Stuart and King 2010) that focused on a group of children aged three to five years old, who were attending nursery schools in inner city settings. Where the activity was divided into three parts. "Acting out" "Story talk" and "Hexagon game," these activities were conducted for a duration of 15 minutes, twice a week, spanning a period of

15 weeks. During these sessions, teachers were involved in creating an enriching linguistic environment for the children. They employed open-ended questions, encouraged expanded or recast versions of words spoken by children and thus fostered a diverse range of linguistic interaction. In the talking time group, there were 46 children with 90% of them identified having English as an additional English language (EAL). In contrast, the comparison (control) group comprised 37 children all of whom were classified having EAL. Following the talking time intervention there were notable improvements observed in the children's language abilities particularly in verbal, comprehension, naming vocabulary and sentence repetition (Murphy, et al., 2019).

In the video by Mother tongues (2021) miss Christina O' Keefe mentions that a teacher can support the EAL learners through non-verbal play. Because children within early years classroom can communicate through play than words which gives them sense of belonging and social interaction with other children. Dr Sinead describes how teacher can support socially and emotionally development, teachers can support by welcoming children, body language, as they are trying to tell you something in their native language you do not understand but you are showing them that you are going to work this out together. She also adds that supporting the children and parents by knowing them, what their background is, what language they speak, is just enough information to help them (Mother Tongues 2021).

According to Sejal Payne (2022) in article “Supporting parents and carers of children with EAL,” suggests Language is the barrier and can arise misunderstanding between parents and carers through school letters. Not being able to understand can be a reason for parents and carers to hide their problem which could lead to a child not settling in the school environment. Parents coming from diverse backgrounds also have a different education system than in England. In some case parent might lose confidence due to lack of good English speaking (Payne, 2022).

According to John G. Grundy, a John A.E. Anderson, and Ellen Bialystok (2017) in a bilingual mind both languages are activated simultaneously. As a result, a bilingual mind needs to continually navigate their attention between two languages, which often compete for dominance. This ongoing cognitive process induces neuroplastic changes in the brain over time. A developing concept suggests that the continuous management of linguistic conflicts throughout one's life results in broader cognitive changes affecting both the structure and function of the brain. Bialystock et.al .5 showed that bilingual person experienced dementia later in life than monolingual person. Which proves that bilingualism opens the neuroplasticity. They also suggest that alternations in brain structure and function associated with bilingualism are believed to result in enhanced efficiency in cognitive processing across various domains (Grundy, et al., 2017).

According to Kroll and Dussias in (2017) the cognitive abilities of the brain that enables human to perform activities, such as directing attention, suppressing distraction, overseeing multiple stimuli, enhancing working

memory, self-assessing and transitioning between tasks collectively form known as executive functioning. And the study by Poulin-Dubois, Blaye, Coutya and Bialystock (2011) the research focused on bilingual toddlers and found that 24-month children who were native bilinguals outperformed the monolingual counterparts significantly on the Stroop task (Fox, et al., 2019).

Ofelia Garcia (2009) mentions in the book “Bilingual education in the 21st century: a global perspective” that the cognitive abilities of bilingual children affect not just their language skills but also their analytical thinking and social language development across various aspects of their schooling and daily experiences. For instance, Bialystock (2001) suggests that being aware of language structure plays a key role in young children's reading development. Additionally bilingual children, exposed to words in two languages, demonstrate quicker comprehension of the symbolic representation of words in written form (Ofelia, 2009).

My activity relates to this that bilingual children do great with their cognitive development because they are exposed to different vocabulary, this helps them to use their brain quite fast to switch over. I used this approach of using words in two different languages by repeating them in both, which helps children's brain development.

In the study of Chen Zhao Maslow's theory, A theory of human motivation "in psychological review, outlines five fundamental categories of human needs. At the base of Maslow's psychological needs such as air, water, food, shelter, sleep, clothing, and reproduction. Moving up, safety

encompasses personal security, employment, resources, health, and property. The fourth level is esteem, including respect, self-esteem, status, recognition, strength, and freedom. At the apex of hierarchy and self-actualization needs concern the desire to fulfil one's potential (Zhao, 2021).

At my practice we make sure that every bilingual child gets full support and confidence, so their self-esteem grows stronger. Everyone is respected and their culture; we learn about our multilingual children's culture and include activity relating to their culture. They feel relaxed and realise that they do not need to forget their culture and hold on to their identity.

According to Dijk, Marloes; Kroesbergen, Evelyn H.; Blom, Elma; Leseman, Paul P. M. Divergent thinking is the ability to produce numerous responses or solutions to a given trigger or challenge (such as generating multiple uses of bricks). This concept serves as the foundation for various assessments of creativity. Two famous test that evaluate divergent thinking include the Torrance test of creative thinking (TTCT, Torrance, 1998). and the Abbreviated test for Adults (ATTA, Goff & Torrance, 2002) is another well-known assessment. Divergent thinking tasks are assessed based on factors such as the quantity of responses (fluency), variety of categories utilized (flexibility) deviation from the norm (originality) and level of detail (Dijk, et al., 2019).

According to Ofelia's book (2009) during the 1930s Vygotsky observed that bilingual children possessed dual perspective for understanding the world, resulting in more adaptable more versatile understanding and analyses. Following his theory, other psychologists began to use this term as

divergent thinking. To test divergent thinking mostly asked questions by the researchers, to describe the use of an object in unusual ways or solve a task (Ofelia, 2009, p. 215).

At my practice we use blocks activity to observe children's divergent thinking. Bilingual children produce different ideas of using the different shapes of blocks and play with them differently than monolingual children. For example, bilingual children used blocks to make a bridge then ended up using it as a chair.

According to early years framework 1.14 suggests that providers should help children who speak languages other than English at home by offering chance for them to use and cultivate their native language during play and learning activities, thus aiding their language development in their home environment. 1.15 suggests that provider must guarantee that children have abundant opportunities to learn and attain mastery in the English language throughout the Early Years Foundation Stage (EYFS) ensuring they are sufficiently prepared to take advantage of the opportunities presented to them as they transition into key stage. Number one thing to do is when evaluating communication, language, literacy abilities, practitioners are required to assess children's proficiency in English. If a child lacks a firm grasp of the English language, practitioners should engage with parents or care givers to assess the child's skills in their home language, determining if there are any concerns regarding language development delays (Anon., 2023).

In conclusion, we have a framework that provides guidelines on how to support bilingual and multilingual children in their English language learning journey. I have emphasized the importance of practitioner support for English as an additional language (EAL), highlighting that their role extends beyond fostering fluency in English to preserving the children's culture and linguistic heritage. This approach not only aids in cognitive development but also enhances the effectiveness of bilingualism and multilingualism. By maintaining comfort in their native languages, children gain confidence in their identity and are better recognised. The Early years Framework and activities are designed to specifically support bilingual and multilingual children and their language development journey.

References

Bialystok, E., F.I.M. Craik & G. Luk. 2012. Bilingualism: consequences for mind and brain. *Trends Cogn Sci.* 16: 240–250.

Bialystok, (2001). *Bilingualism in Development: Language, Literacy, and Cognition*. Cambridge University Press, New York.

Bjork-Willen, P. (2007). Participation in multilingual preschool play: Shadowing and crossing as interactional resources. *Journal of Pragmatics*, 39(12), 2133–2158.

Cekaite, A. (2006). Getting started: Children's participation and language learning in an L2 classroom. Linköping: Linköping University

Chibaka EF (2018) *Advantages of Bilingualism and Multilingualism: Multidimensional Research Findings. Multilingualism and Bilingualism*. In Tech. Available at: <http://dx.doi.org/10.5772/intechopen.74625>.

Cromdal, J. (2004). Building bilingual oppositions: Code-switching in children's disputes. *Language in Society*, 33, 33–58.

Dijk, M. *et al.* (2019) "Bilingualism and Creativity: Towards a Situated Cognition Approach," *The Journal of creative behavior*, 53(2), pp. 178–188. Available at: <https://doi.org/10.1002/jocb.238>.

Dockrell, J.E., Stuart, M. & King, D. (2010). Supporting early oral language skills for English language learners in inner city preschool provision. *British Journal of Educational Psychology*, 80, 497-515.

Foster KM, Reeves CK (1989) *Foreign language in elementary school (FLES) improves cognitive skills*. FLES News. ;2(3):4

Fox, R. *et al.* (2019) "Benefits of foreign language learning and bilingualism: An analysis of published empirical research 2005–2011," *Foreign language annals*, 52(3), pp. 470–490. Available at: <https://doi.org/10.1111/flan.12418>.

Garcia, O. and Baetens Beardsmore, Hugo. (2009) *Bilingual education in the 21st century: a global perspective*. Malden, MA; Wiley-Blackwell Pub.

Goff, K., & Torrance, E.P. (2002). Abbreviated Torrance test for adults. Bensenville, IL: Scholastic Testing Service

Grundy, J.G., Anderson, J.A.E. and Bialystok, E. (2017) "Neural correlates of cognitive processing in monolinguals and bilinguals," *Annals of the New York Academy of Sciences*, 1396(1), pp. 183–201. Available at: <https://doi.org/10.1111/nyas.13333>.

Kroll, J. F., & Dussias, P. E. (2017). The benefits of multilingualism to the personal and professional development of residents of the US. *Foreign Language Annals*, 50, 248–259.

McLeod, S., Verdon, S. and Theobald, M. (2015) "Becoming Bilingual: Children's Insights About Making Friends in Bilingual Settings," *International journal of early childhood*, 47(3), pp. 385–402. Available at: <https://doi.org/10.1007/s13158-015-0148-7>.

Murphy, V., Karemaker, J., Sylva, K., Kanji, G. and Jelley, F., 2019. Effective intervention to support oral language skills in English as an additional language in the early years. *TEANGA, the Journal of the Irish Association for Applied Linguistics*, 10, pp.1-18.

Poulin-Dubois, D., Blaye, A., Coutya, J., & Bialystok, E. (2011). The effects of bilingualism on toddlers' executive functioning. *Journal of Experimental Child Psychology*, 108, 567–579.

Torrance, E.P. (1998). The Torrance Tests of Creative Thinking norm-technical manual figural (streamlined) forms A & B. Bensenville, IL: Scholastic Testing Service Inc.

Zhao, C., 2021. The Role of Motivation in Second Language Acquisition---A View from Maslow's Hierarchy of Needs of Second Language Acquisition for Chinese ESL Learners. *Frontiers in Educational Research*, 4(14).

<https://connectusfund.org/6-advantages-and-disadvantages-of-multilingualism>

<https://youtu.be/qRBigzWkGCM>



<https://www.tapestry.info/2022/11/03/supporting-parents-and-carers-of-children-with-eal>

https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

