

The Impact of Bilingual Education on Children's Language Development

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Abstract: Bilingual education on children's language development is a heated topic in the area of second language acquisition. This paper reviews the definition of bilingual monolingual children and the definition of trilingual hyperlingual and dialect for bilingualism. By analyzing their impact on bilingual children, the researchers tried to find out which aspect has the greatest impact on bilingual children. In this study, the main influences were divided into positive and negative feedback from three aspects: school, family, and government. The researchers analyzed the impact of these aspects and some factors that may affect children's language development. Also it is important to analyze how to get children interested in language learning. This paper contributes to the teachers and parents who want to know about the bilingual education. Inspire parents to choose their children's education method.

Keywords: Bilingual, Education, Language, Monolingual, Children

1. Introduction

Bilingualism is very common and necessary in today's environment to help children develop better language skills. This paper provides a detailed analysis of the various effects of bilingualism on children and how to better achieve bilingual development. It expands the definition and analysis of dialectal and trilingual children and explains more clearly the definition of bilingualism for monolingual and bilingual children as well as trilingual hyperlingual and dialectal children through many comparisons.³ The impact of school and family on bilingualism is presented and the analysis shows that family, school and government have important reasons for children's language development. Teachers and parents can know exactly how to teach bilingualism, and the paper reviews the measures and attitudes of the Singapore and Hong Kong governments toward bilingual education.

2. Comparison of Language Input and Language Growth in Bilingual Children and Monolingual Children

2.1. The Description of “Bilingual Children”

Bilingual children have a language system of two languages when people are just born, and their parents or school will speak two different languages with them, so that people become bilingual

children. According to Meng's research, it is concluded that Children who are raised bilingually experience closed and divided morphosyntax development [1]. For example, By watching the phenomena of bilingual toddlers mixing their languages, Volterra and Taeschner concluded that bilingual children in the pre-language acquisition stage only have one language system in their brains[1]. However, numerous subsequent studies contend that bilingualism does not always imply that two languages belong to the same language system. Through the research of these two scholars, the bilingual children's brain has a clear distinction between languages. They can clearly distinguish between the same and different languages to realize the accurate conversion between the two languages. Through a variety of tests, Zhang Lei and his three colleagues concluded that bilingual children's phonological awareness and word reading had numerous cross-language relationships. Chinese syllable identification and English phoneme recognition are major predictors of reading ability in English and Chinese vocabulary, and signal consciousness of word reading ability have a cross-language two-way forecast function [2]. Thus, they learned that bilingual children 's language consciousness of the two languages can identify the two languages achieved through the brain in bilingual teaching. It can also be analyzed that bilingual children are more sensitive to language because they are exposed to two languages early, which lays a good foundation for learning three or more languages later in life.

2.2. The Description of “Monolingual Children”

Monolingual children are children from birth to school. Some even to junior high school are only native language environment, according to the survey found that these very few children are generally in small cities and rural areas and other places where education is relatively backward. Since many children in rural areas are raised by their grandparents and because there is a heavy dialect there, children do not grow up in a good language environment. Additionally, the cultural quality of the villagers is relatively low and their level of awareness is low, which prevents young children from receiving a good language education and leads to rural children who struggle with verbal expression [3]. According to the development of technology in large cities are generally exposed to a second language in elementary school. However, most children, both in large cities and in rural areas, are educated in one language until elementary school. Monolingualism is a common phenomenon for most children. Or most families monolingualism is easy and convenient, but for monolingual children their language system develops later, but they can also develop their language system through later learning.

3. The Comparison of Different Setting

3.1. “Bilingual” and “Monolingual” Children

Monolingual bilingual children are an important node in childhood development [4]. According to research, bilingual children perform better on executive function tests than monolingual children under all settings and perform faster under all conditions. They also do better under incongruent trials. Bilingual children who use their brains earlier to distinguish between languages develop their brains faster and are more intelligent than their monolingual peers [4]. In conflict tasks, experiments revealed that bilingual individuals switched more successfully on rule questions and performed more quickly on congruent and incongruent trials, allowing both switching and suppression to be considered. In light of this, new research on the benefit of bilingual executive function adopts a broad, more comprehensive perspective and ascribes this benefit to a wider variety of processes. This is more evidence that bilinguals have an advantage, that Learning a second language early can help a child develop in all areas not just memory but other areas [5].

According to experimental data, the vocabulary of bilingual children is nearly probably larger than that of monolingual children because the family terms that illiterate children lack in the English language are almost certainly supplemented by knowledge of those words in a non-English language.

Although bilingual children have smaller vocabularies at home, their total vocabularies are higher than those of monolingual children, precisely because some bilingual children also have mixed bilinguals at home, they may have different vocabularies in each language, and this results in a smaller single vocabulary and a higher total vocabulary than monolingual children. In general, bilingual and monolingual children have their own advantages and disadvantages, but the emphasis on their advantages and disadvantages is different.

3.2. Trilingual and Translanguaging

With the development of education and science and technology, more and more parents choose to let your children learn native language, English and other languages, a total of three languages let children study, it can better help kids to comb to all kinds of language, although some children may be three languages, but as time goes by, children gradually grow up, their brains clearly and effectively help them distinguish between three languages. According to the research, Trilingual word access patterns in proficient bilinguals. According to the experimental findings, bilinguals who are proficient may directly access the conceptual meaning of words in their second language (L2), but they are unable to do the same for terms in their third language (trilingual). They still need to use one word to obliquely access the conceptual meaning of trilingual words [6]. When children are learning words, learning a language can be better to help them, this period of children can learn as much as you can from the people and things around all sorts of things, including language, if in this period children grew up in a multilingual environment, then he compared to other people learn three languages will be a lot easier. Hyperspeech can more effectively help children's multi-language conversion ability. Hyperspeech is defined as the conversion between two languages. If children can flexibly switch between two languages in the early stage, it will be of great help to their future language phylogeny.

3.3. Dialect and Mandarin

China has many cities and ethnic groups, most of which have their own dialects. Mandarin is a necessary skill for Chinese people, but most of them also know their own native dialects, which are technically two languages. For example, tianjin, Beijing dialect, and most of northern cities and the difference between a mandarin is tonal difference and small amounts of proprietary vocabulary, so in the strict sense I don't think the difference between these and mandarin is bilingual, while most of the southern cities such as Shanghai, southern fujian, zhejiang and so on, their dialects and mandarin has the very big difference, Therefore, I think these can be regarded as bilingual languages, and the more representative one is Cantonese. In many foreign cities, there are even special Cantonese services, which can reflect that Cantonese is treated as a separate language by people, so Cantonese is definitely a second language [7]. The historical evolution of ancient Chinese is what led to the interaction between mandarin and Chinese dialects as well as between dialects and mandarin. Due to internal and external circumstances that influenced the growth and modification of each type of shadow language over the course of its lengthy history, the Chinese language that our ancestors utilised in various locales where it is widely spoken occasionally diverged and occasionally unified. The seven dialects of contemporary Chinese were gradually woven together over a protracted period of separation and fusion.

4. The Influence of Family, School and Government on Children's Bilingual Development

4.1. Family

The influence of the family on children's language development is enormous. For example, at first Children from mixed-race families grow up hearing two languages, and these children become bilingual because they are no less familiar with both languages than their native language [8]. The strongest language skills often belong to children from mixed-race families, and growing up in a bilingual environment gives them an advantage because they can learn English or even multiple languages at a very young age. Second. Some children from better-off families whose parents spend a lot of money on developing their language skills, early on or whose parents have a high level of literacy, can better nurture their children. The most important thing is the educational environment of the family. But some children growing up in rural areas their parents have not been well educated, which can affect the language development of children. The following areas are where rural parents' perceptions of language education for young children fall short: Farmers have low expectations for early childhood education and are unconcerned with the daily language education of young children. Additionally, they are busy with their work and pay less attention to preschool education. First, the majority of parents of young children in rural areas have relatively low levels of education. Second, some parents discourage their young children's excitement for language expression by giving them fewer opportunities to speak with them in language, not respecting them during parent-child interactions, not paying attention to what they say, etc. A good educational environment requires parents to sacrifice a lot of time and energy, but this will have a huge impact on their children's language development. Take Chinese expression as an example. According to research, children do not have a deep understanding of right and wrong, so praising and encouraging them in daily life can help them form a correct sense of right and wrong, which is conducive to expressing their thoughts and developing their morals [8]. Much parental guidance can make children fall in love with language. If parents teach their children in the right way, they may make them fall in love with every language they encounter and make their language development enhanced.

4.2. School

Schools, as children's second home, also have a great influence on children's language development. International schools are bilingual from an early age, with a rich language environment and excellent teachers, so that children can quickly integrate and enjoy learning, allowing them to develop their bilingual language faster and better [9]. Bilingual Kindergartens offer more play opportunities and have greater language learning than other kindergartens. Games can be very good for children to get into the mood quickly and enjoy language learning, which is a very good influence. The language of instruction plays a role in helping the teacher organise the classroom and comprehend the efficacy of teaching, in addition to the instructor's rigorous planning and preparation. It is necessary to utilise English in the classroom as much as possible in order to foster a positive English-language environment. This includes using English to plan lessons [10]. A good classroom atmosphere can make students listen more attentively, make them love the subject and thus increase their interest in English, which can effectively ensure bilingual education.

4.3. Government

Taking Singapore as an example he is a typical multi-ethnic and multi-lingual country, most of the schools and various slogans in this city are bilingual, thus it can reflect the government's support for bilingual education. Parallel bilinguals who speak both Chinese and English are also on the rise. This finding makes it abundantly clear that Singapore's bilingual education model has largely

succeeded in achieving its stated objectives of "highlighting English, maintaining the mother tongue, and eliminating dialects," and that the language shift of Chinese Singaporeans has taken place as a direct result of the bilingual education model. Singapore has a very strong English-Chinese multilingual environment in terms of linguistic development [11]. Because of the high proportion of Chinese in Singapore, the government has made many things bilingual for the sake of national development. Children growing up in Singapore are bilingual and usually speak English at school and their mother tongue at home, which makes them more aware of the similarities and differences between the two languages. As a former British colony, Hong Kong is very tolerant of bilingualism, and most of the universities in Hong Kong teach in English, which means that their junior and senior high school classes will have English classes to ensure that these students can understand the classes in university. The Chinese University of Hong Kong has long promoted bilingualism and biculturalism as the cornerstones of teaching and learning, and has put this philosophy into practise by giving Chinese and English equal weight. The university is also dedicated to developing students who have a balanced knowledge of Chinese and Western academic cultures. Under the direction of the university, many domestic and foreign institutions have embraced this attitude of blending Chinese and Western cultures and languages. (With regard to the faculty, The Chinese University of Hong Kong selects the top academics from around the globe, the majority of them have studied at or taught at prestigious institutions worldwide and are fluent in both Chinese and English [12]. This also reflects the importance Hong Kong governments attaches to bilingual education, and university teachers must be bilingual to ensure the strength of students.

5. Conclusion

This paper reflects the importance of bilingualism through analysis and comparison, and also analyzes many factors that have an impact on bilingualism. Countries around the world are so connected that children's bilingual development has significant advantages for them later in life. The main findings in the paper are that the influence of family and school on children's language development is huge, as well as the definition and analysis of bilingual monolingual children, comparing the influence of dialect, trilingualism, and hyperlingualism on bilingual children. In the future, parents and teachers will have a clearer understanding of the impact of bilingualism and can discern well which type of instruction is appropriate for children. The impact of government support for bilingual education is also analyzed in this article. The government supports bilingual education through measures to improve the effectiveness children's language development has always been the most important thing for the country and for every family with children.

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