

# Avantaj lè w Bileng

Aktyèlman yon Head Start ap sèvi plis pase 300,000 timoun ki ap aprann nan de lang (DLLs) nan 87.4 pousan nan klas li (Ofis Head Start, 2011). Dokiman sa liste kèk rezon bilengwis se yon bonjan resous pou endividi, fanmi ak sosyete nou annantye. Anplwaye Head Start ka pataje avantaj bilengwalis ak fanmi yo, jwenn fason pou ede lang manman timoun yo e ankouraje fanmi yo kenbe lang yo fèm.



## Avantaj: Yon Apèsi

### Koyitif



Endividi ki bileng chanje ant de sistèm lang diferan. Sèvo yo trè aktif e fleksib (Zelasko ak Antunez, 2000). Rechèch montre tou ke moun ki bileng ka pi fasil

- konprann konsèp matematik e solisyon pwoblèm pi fasil (Zelasko ak Antunez, 2000);
- devlope yon ladrès nan reflechi ki pi fèm (Kessler ak Quinn, 1980);
- itilize lojik (Bialystok ak Majumder, jan yo di l nan Castro, Ayankoya, & Kasprzak, 2011);
- konsantre, sonje, ak pran desizyon (Bialystok, 2001);
- reflechi sou lang (Castro et al., 2011); e
- aprann lòt lang (Jessner, 2008).

Anplis, rechèch montre ke bilengwalis ka retade aparisyon maladi Alzaymè (Dreifus, 2011).

### Sosyal- Emosyonèl



Lè w vin bileng ou ede timoun mentni relasyon fèm ak

- tout fanmi yo,
- kilti ak
- kominote yo.

Tout bagay sa yo se pati kle nan devlopman idantite timoun (Zelasko ak Antunez, 2000). Timoun ki bileng kapab fè lòt zanmi e kreye relasyon ki fèm nan dezyèm lang yo— yon ladrès pèsònèl enpòtan nan sosyete nou kap vin pi divès.

Finalman, rechèch ki resan jwenn tou ke timoun ki leve nan kay ki bileng montre pi bon metriz de pwòp tèt yo (Kovács ak Mehler, 2009), ki se yon bagay kle nan sikès lekòl.

## Aprantisaj



Pare pou lekòl ak siksè pou timoun ki aprann nan de lang (DLLs) mare dirèkteman avèk metrize lang manman (Zelasko ak Antunez, 2000).

Timoun bileng gen avantaj akademik nan plizyè fason. Paske yo kapab chanje ant lang, yo devlope yon apwòch ki pi fleksib nan reflechi sou pwoblèm. Abilte yo pou li e reflechi nan de lang diferan favorize yon wo nivo panse abstrè (Diaz, 1985).

Lis avantaj bilengwalism ap ogmante tanzantan. Rechèch kouran montre ke moun ki itilize plis pase yon lang sanble yo pi bon pou yo iyore enfòmasyon ki pa enpòtan, yon avantaj ki sanble egziste depi sèt mwa daj (Kovács ak Mehler, 2009). Reflechi nan yon dezyèm lang libere moun de patipri ak ti lespri (Keysar, Hayakawa, & An, 2011).

Timoun ki aprann li nan lang manman yo gen yon fondasyon fèm yo ka bati sou li lè yo aprann yon dezyèm lang. Yo ka byen fasil transfere konesans yo sou lekòl nan dezyèm lang yo (Páez ak Rinaldi, 2006).

## Global



Mwatye jis rive de-tyè adilt nan lemon pale omwen de lang (Zelasko ak Antunez, 2000). Nan sosyete global nou, yo gen anpil avantaj. Adilt bileng gen plis opòtinite pou djòb nan lemon ke adilt ki pale yon sèl lang (Zelasko ak Antunez, 2000). Rechèch montre ke yo fè tou anmwayèn \$7,000 anplis pa ane konpare ak kanmarad yo ki pale yon sèl lang (Fradd, 2000).

Endividi bileng yo gen opòtinite pou

- patisipe nan kominote global la nan plizyè fason,
- gen enfòmasyon de plis kote e aprann plis bagay sou moun nan lòt kilti.

## Referans

- Administration for Children and Families: Office of Head Start. U.S. Department of Health and Human Services. (2008). Dual Language Learning: What Does It Take? Head Start Dual Language Report. Pranan [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Individualization/Learning%20in%20Two%20Languages/DLANA\\_final\\_2009%5B1%5D.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Individualization/Learning%20in%20Two%20Languages/DLANA_final_2009%5B1%5D.pdf)
- Bialystok, E. (2001). *Bilingualism in development: Language, literacy, and cognition*. Cambridge, UK: Cambridge University Press.
- Castro, D. C., Ayankoya, B., & Kasprzak, C. (2011). *The new voices/Nuevas voces: Guide to cultural and linguistic diversity in early childhood*. Baltimore, MD: Brookes.
- Diaz, R. (1985). The intellectual power of bilingualism. In Southwest Hispanic Research Institute, *Second language learning by young children*. Albuquerque, NM: University of New Mexico.
- Dreifus, C. (2011, May 30). The bilingual advantage. Interview with Ellen Bialystok. *The New York Times*. Pranan [http://www.nytimes.com/2011/05/31/science/31conversation.html?\\_r=1](http://www.nytimes.com/2011/05/31/science/31conversation.html?_r=1)
- Fradd, S. (2000). Developing a language-learning framework for preparing Florida's multilingual work force. In S. Fradd, (Ed.), *Creating Florida's multilingual global work force*, 3. Miami: Florida Department of Education.
- Jessner, U. (2008). *Teaching third languages: Findings, trends, and challenges*. Université de Lausanne. doi:10.1017/S0261444807004739
- Kessler, C., & Quinn, M. E. (1980). Positive effects of bilingualism on science problem-solving abilities. In J. E. Alatis, (Ed.), *Current issues in bilingual education*. Washington, DC: Georgetown University Press.
- Keysar, B., Hayakawa, S. L., & An, S. (2011). The foreign-language effect: Thinking in a foreign tongue reduces decision biases. *Psychological Science*, 23, 661–668. doi:10.1177/0956797611432178
- Kovács, A. M., & Mehler, J. (2009). Cognitive gains in 7-month-old bilingual infants. *Proceedings of the National Academy of Sciences*, 106(16), 6556–6560.
- Páez, M. & Rinaldi, C. (2006). Predicting English word reading skills for Spanish-speaking students in first grade. *Topics in Language Disorders*, 26(4), 338–350.
- Raguenaud, V. (2009). *Bilingual by choice: Raising kids in two (or more!) languages*. Boston: Nicholas Brealey Publishing.
- Zelasko, N., & Antunez, B. (2000). If your child learns in two languages. National Clearinghouse for Bilingual Education. Pranan [http://www.ncela.gwu.edu/files/uploads/9/IfYourChildLearnsInTwoLangs\\_English.pdf](http://www.ncela.gwu.edu/files/uploads/9/IfYourChildLearnsInTwoLangs_English.pdf)

