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ABSTRACT

There are many definitions of bilingualism, some of them are incorrect and based on myth. A person does not have to speak two languages with equal fluency to be bilingual. It is very common for bilinguals, even those who have been bilingual since birth, to be somewhat "dominant" in one language.

The Smart International School-Egypt is a private educational day school, located on 10,000 square meters in a healthy, residential environment. The educational system provides a high standard of bilingual comprehensive education starting from Nursery through Year 12, balanced with Arab culture.

Research indicates that there are many advantages to bilingualism. Bilingualism has been reported to improve the following skills:

- verbal and linguistic abilities.
- general reasoning.
- concept formation.
- divergent thinking.
- Meta-linguistic skills, the ability to analyze and talk about language and control language processing.

These abilities are important for reading development in young children and may be a prerequisite for later learning to read and write in a new language.

List of Abbreviation:

- 1.(**AP**): Applied Linguistics .
- 2.(**ELLs**): English Language Learners.
3. (**LEP**): Limited English Proficient.
4. (**ESL**): English as a Second Language.
5. (**TBE**): Transitional Bilingual Education.
6. (**ESEA**): Elementary and Secondary Education Act.
7. (**NCLB**): No Child Left Behind.
- 8.(**BLD**): Bilingual Language Development.
- 9.(**K-ABC**): Kaufman Assessment Battery for Children.
- 10.(**CCC**): Cognitive Complexity and Control.
- 11.(**CRA**): Civil Rights Act.
- 12.(**RFP**): Reading First Program.
13. (**EOE**): English Only Education.
14. (**BCD**): Bilinguality and Cognitive Development.
15. (**TMD**): Theory of Mind Development.
- 16.(**VCRT**): Visually Cued Recall Task.
17. (**NYC**): New York City.
18. (**AAU**): Asian Americans United.
19. (**NABE**): National Association for Bilingual Education.
20. (**CSBE**): California State Board of Education.
21. (**CIS**): Council of International Schools.
22. (**AIS**): American International School.
23. (**IAPS**): Incorporated Association of Preparatory Schools.

Introduction:

Bilingualism is a branch of applied linguistics. Generally, it is the study of languages in contact, within, between and among persons as well as groups such as families and communities.

In the post-industrial society at the end of the twentieth century, bilingualism and polylingualism or multilingualism play an important social and cultural role and have, in theory, become accessible to the great majority of the population. Is it possible to propagate bilingualism throughout the world, and if so, is it desirable to learn foreign languages in modern societies?

The problem is so dangerous that we have to take into consideration the following factors:

- There are about 180 countries in the world, and the total number of languages ranges between hundreds and thousands .
- In 55 countries the state language is not the language spoken by the majority of the population;
- In 38 countries there are two state languages, while four countries have three state languages (Andorra: Catalan, French and Spanish; Vanuatu: English and French are official languages, Bislama (the Vanuatu pidgin) is the national language, spoken by more than 80 per cent of the population; Seychelles Islands; and Switzerland: French, German and Italian);
- In Singapore there are four state languages: English, Mandarin Chinese, Malay, and Tamil;
- English is spoken in 52 countries, French in 35, Arabic in 32, Spanish in 20, Portuguese in 8, German in 7, Italian and Chinese in 4, Dutch and Swahili in 3 countries.
- Generally speaking, foreign language studies are increasing despite the fall in popularity of the Russian language. Among the most studied languages today are English, Chinese, Arabic, Spanish and Portuguese.(available at:<http://www.usenglish.org>).

Definitions of Terms Related to Bilingualism:**Bilingualism:**

There are many definitions of bilingualism, some of them incorrect and based on myth. A person does not, for example, have to speak both languages with equal fluency to be a bilingual. It is very common for bilinguals, even those who have been bilingual since birth, to be somewhat "dominant" in one language. I define bilingualism simply as using two languages on a regular basis. So we can say that bilingualism is the ability to communicate in two different languages. Bilingual education is the use of two different languages in classroom instruction.

Bilingual Family :

Quite simply, a family in which most of the members are bilingual. There are many reasons why a family may choose to be bilingual.

Consecutive Bilingualism :

Learning one language after already knowing another. This is the situation for all those who become bilingual as adults, as well as for many who became bilingual earlier in life. Sometimes it is also called *successive bilingualism*.

Simultaneous Bilingualism :

Learning two languages as "first languages". That is, a person who is a simultaneous bilingual goes from speaking no languages at all directly to speaking two languages. Infants who are exposed to two languages from birth will become simultaneous bilinguals.

Receptive Bilingualism :

Being able to understand two languages but express oneself in only one. This is generally not considered "true" bilingualism but is a fairly common situation that related to non-English-speaking groups in the past.

History of Bilingual Education:

Although bilingual education has been used in the United States for more than 200 years, the 1968 Title VII amendment to the 1965 Elementary and Secondary Education Act (ESEA) instituted federal grants for bilingual education programs.

This legislation led to the development of appropriate teaching and learning materials and training for teachers of bilingual students.

In 1974 the U.S. Supreme Court ruled that the San Francisco school system had violated the Civil Rights Act of 1964 by not providing English-language instruction for Chinese-speaking students. All school districts were directed to serve ELLs adequately, and bilingual education quickly spread throughout the United States. In the 1980s a group called Asian Americans United filed a class-action lawsuit charging that Asian Americans were not being provided with an equitable education because they were not offered bilingual classes. The result of this suit was the creation of sheltered ESL, in which ESL students take all of their classes together.

The No Child Left Behind (NCLB) Act of 2001—President George W. Bush's major education initiative—reauthorized the ESEA. It also imposed penalties on schools that did not raise the achievement levels of ELLs for at least two consecutive years. Although most research indicates that it often takes seven years for ELLs to attain full English fluency, the new federal law allows these children only three years before they must take standardized tests in English. Schools with large numbers of children speaking many different languages are particularly disadvantaged under the law. A 2003 survey by the National Education Association found that 22,000 schools in 44 states failed to make the required yearly progress on standardized tests, primarily because of low test scores by ELLs and disabled students. The National Association for Bilingual Education claims that NCLB sets arbitrary goals for achievement and uses "invalid and unreliable assessments." Furthermore, although the NCLB requires teachers to

be qualified, as of 2004 there is a severe shortage of qualified teachers for ELLs. Some communities have developed early-intervention programs for Spanish-speaking parents and preschoolers to help children develop their Spanish language skills in preparation for entering English-only schools.(available at: <http://www.nobe.org>).

In May of 2004, the U.S. Department of Education and faith-based community leaders launched an initiative to inform Hispanic, Asian, and other parents of ELLs about the NCLB. It featured the "Declaration of Rights for Parents of English Language Learners under No Child Left Behind." As of 2004 American public schools include about 11 million children of immigrants. Approximately 5.5 million students—10 percent of the public school enrollment—speak little or no English. Spanish speakers account for 80 percent of these children. About one-third of children enrolled in urban schools speak a primary language other than English in their homes. Between 2001 and 2004, 19 states reported increases of 50 to 200 percent in Spanish-speaking students. ELLs are the fastest-growing public school population in kindergarten through twelfth grade. Between 2000 and 2002, nationwide ELL enrollment increased 27 percent. About 25 percent of California public school children are ELLs. However, there is a profound shortage of bilingual and ESL teachers throughout the United States. Although 41 percent of U.S. teachers have ELLs in their classrooms, only about 2.5 percent of them have degrees in ESL or bilingual education. The majority of these teachers report that they are not well-prepared for teaching ELLs. About 75 percent of ELLs are in poverty schools, where student turnover is high and many teachers have only emergency credentials.(available at :<http://www.Usenglish.org>).

Bilingual Language Development:

Language acquisition is very similar for monolingual and bilingual children, although some experts view bilingualism as a specialized case of language development. Children growing up in homes where two different languages are spoken usually acquire both

languages simultaneously. Although their acquisition of each language may be somewhat slower than that of children who are acquiring a single language, their development in the two languages combined is equivalent to that of monolingual children. Bilingual language learners proceed through the same models of language and speech development as children acquiring a single language. Their first words usually are spoken at about one year of age, and they begin stringing two words together at about age two. Even if the two languages do not share similarities in pronunciation, children at last master them both.

There are two main patterns of bilingual language development, both occurring before the age of three. Simultaneous bilingualism happens when a child learns both languages at the same time. In the early stages of simultaneous bilingual language development, a child may mix words, parts of words, and inflections from both languages in a single sentence. Sometimes this happens because a child knows a word in one language but not in the other. Some bilingual children firstly resist learning words for the same thing in two languages. Children also may experiment with their two languages for effect. During the second stage of bilingual language development, at age four or older, children gradually begin to distinguish between the two languages and use them separately, sometimes depending on where they are. One language may be used less formally to talk about home and family, whereas the other language may be used more formally, perhaps for relating events that take place outside the home. Often children find it easier to express a specific idea in one language rather than the other. Bilingual children also go through periods when one language is used more than the other. Some children may begin to prefer one language over the other, specially if that language is spoken more frequently in their home or school. Bilingual children usually are not equally skilled in both languages.

Bilingual language development usually proceeds more smoothly when both languages are introduced early and

simultaneously. When the parents each use a different language with their child, the child is less likely to experience language confusion .

(availabl at: <http://www.healthofchildren.com>)

Review of Literature :

Vygotsky (1962) explains that language plays an effective role in cognitive development. Language is a crucial tool in forming cognition, which enables a child to organize abstract thoughts. Segalowitz (1977) suggests that the internalization of two languages rather than one results in a more complex, better equipped cognition, which enables the child to alternate between the two linguistic codes. Similar studies suggest that bilingual children may have greater cognitive control in information processing, which provides them with the essential foundation for metalinguistic ability (Bialystok & Ryan, 1985).

Many researchers have explained the relationship between different mechanisms of information processing (encoding, decoding) between bilinguals and monolinguals.

Pearson (1988) clarified the effects of bilingualism and monolingualism on the cognitive functioning of first and second grade children who were screened for proficiency and global intelligence. The Kaufman Assessment Battery for Children (K-ABC), which is a standardized measure of cognitive ability, was administered to assess the cognitive differences between the two groups.

It was predicted that bilingual children would score significantly higher than monolingual children on subsets of the K-ABC. However, results did not support the prediction. The differences between the bilingual and monolingual groups were not significant. However, results indicate possible influences of acculturation on performance and the sensitivity of the instrument used.

Jean- Louis (1999) questioned whether or not bilingualism facilitates the development of theory of mind. The study sought to determine which models would best characterize the cognitive performance of preschool aged developing bilinguals and monolinguals, and to investigate whether there would be any effects of age for the three tasks investigated. The first model (meta-linguistic awareness that included an examination of the use of mutual exclusivity) predicted that the developing bilinguals (who are proficient in one language and below age level in another) would out-perform monolinguals on the tasks; the second model (a memory task that tested whether preschoolers differing on linguistic status would vary in meta-cognitive strategies) predicted that the monolinguals would show better performance than the bilinguals; and the third model (examination of Theory of Mind development) anticipated that the two groups would not differ at all.

Both bilinguals and monolinguals performed equally on all three tasks.

There were no differences in performance that could be attributed to linguistic status.

Navarrete (1999) also suggests that there is no significant difference in speed of processing between monolinguals and bilinguals. The investigation was designed to address whether bilingualism in Hispanic children affects performance on standardized neuropsychological measures, which assess verbal and visual memory, as well as attention/concentration. The sample included 31 Spanish and English speaking bilinguals and 34 English-speaking monolingual controls. The groups were similar in terms of age, education, gender, IQ, English proficiency, and socio-economic status. The results suggest that bilingualism is not a significant factor affecting performance on immediate and delayed recall of a list of semantically unrelated words.

Also, the retention scores on all subsets were not significantly different for the groups.

There was a significant difference between the two groups in logical memory, where bilinguals scored below the monolinguals on immediate and delayed recall.

On the contrary, there have been numerous studies suggesting that there are significant differences in the cognitive abilities of bilinguals and monolinguals. Haritos (1996) studied the issue of bilingual memory organization with respect to general issues of storage, event representations, encoding, organization of storage, and retrieval. Bilingual English-Greek children in the first, third, and fifth grade, heard two stories over the course of two days. On the third day, they were asked to recall all foods from the two stories. Bilingual memory organization is discussed with respect to the changing role of language for bilinguals, which afforded them the cognitive opportunity to maximize their recall performance. They remembered more than monolinguals overall, which suggests that complexity in organization can be beneficial, with respect to bilingual performance.

Oller, Cobo-Lewis, and Eilers (1998) evaluated the differences between monolingual and bilingual speakers and their abilities to perform phonological translation. Phonological translation is used as a tool to evaluate sound-awareness through the perspective of children who live with two languages and two attendant phonemic systems. Translations were investigated using a task designed to measure children's ability to map one phonological system onto another. The results indicated that monolinguals generally performed more poorly than bilinguals. Bilinguals translated real names more accurately than fictitious names, in both directions. This study has suggested that the phonological translation abilities for proper names can be reliably tested in monolinguals and bilinguals. In addition, this phonological awareness in bilinguals has assisted in fostering specific reading capabilities (Oller, Kimbrough, Lewis, & Eilers, 1998).

Bialystok (1999) investigated whether the bilingual advantage in control (selective attention) could be found in a nonverbal task (the dimensional change card sort, used by Zelazo and Frye, 1997) to assess Cognitive Complexity and Control (CCC).

Sixty preschool children, half of whom were bilingual, were divided into two groups of younger and older children.

All the children were given a test in English proficiency (PPVT-R; Dunn, 1981) and working memory (Visually Cued Recall Task) to assure comparability. Then the groups were given the dimensional change card sort task and the moving word task. The bilingual children were more advanced than the monolinguals in the solving of experimental problems requiring high levels of control. The results demonstrate the role of attentional control in both tasks, which extends our knowledge of bilingual children.

Smart International Schools in Egypt:

The Smart International School-Egypt is a private educational day school, located on 10,000 square meters in a healthy, residential environment. The educational system provides a high standard of bilingual comprehensive education starting from Nursery through Year 12, balanced with Arab culture. For the academic year 2005/2006, the Primary School opened for students from Pre-School & Foundation Stage to Key Stage 1 (ages 2-7). The Senior School opened for Year 10 (IGCSE). Smart International School-Egypt offers the English National Curriculum augmented by Arabic language, religion (Islamic and Christian) and social studies from the Egyptian National Curriculum; thus leading the student to acquire the IGCSE. In April 2004 the Council of International Schools (CIS) and SIS-Egypt signed a protocol to develop a partnership in support of delivering the English National Curriculum to students from the national and multi-national community who are seeking international school education in Egypt. Smart International School-Egypt teachers are experienced, certified and well-qualified native speakers of the

language they are teaching. French and German languages will be offered. In addition to ICT, music, drama, arts and PE, foreign students are taught Arabic as a second language to help them gain a better understanding of their surroundings. The school year is divided into three terms from September to June. The school day starts at 08:00-15:00. For the academic year 2005/2006, the existing building caters for pre-school, foundation stage, key stage one, two IGCSE classes, three science labs, one computer lab, one primary library, one activity room for primary stage (equipped with TV, DVD, VCR, Data Show & Satellite for Kids Programs) and a central library. By August 2006, three new buildings will be completed: Infant Building Junior Building (Primary Buildings), and the administrative building. The infant building will cater for pre-school, foundation stage, and, key stage one. The junior building will cater for key stage two; both buildings are connected together by the administrative building catering for the whole school.

The new two buildings will accommodate 26 classrooms, one large library, three science labs, language lab, computer lab, dining hall, teacher's rooms, utilities, etc Starting from the academic year 2006/2007 the existing building (senior building) will only cater for key stages 3 & 4 with a total number of 22 classrooms. The sports hall catering for various indoor activities such as basketball will also be completed by then, to cater for all class levels, in addition to three open tennis courts. In the meantime, PE lessons take place in the school soccer court and the playground, in addition to five tennis courts. Fitness is offered according to a solid program under school supervision in Gold's Gym for children age range (5yrs.-8yrs.) and also for IGCSE students. Transportation is available throughout Cairo and Giza .

Here are some examples to these bilingual schools in Egypt:

American International School in Egypt:

The American International School is a private, co-educational, college preparatory day school serving an international student body from pre-kindergarten to grade 12. Established in 1990, AIS provides an American curriculum taught by a highly qualified faculty. AIS offers a full American program with either Arabic or Arabic-as-a-Foreign Language. The French language is offered, beginning in grade six. The kindergarten is full day and the small elementary classes are self-contained with computers, library, art, music, PE and Arabic taught by specialists.

The Middle School (7th and 8th grades) includes the basic subjects as well as computer, art, music, French and physical education. The High School (9th to 12th grade) program at AIS is college preparatory with the French and Arabic languages. Advanced Placement and International Baccalaureate Diploma program courses are offered. Support ESL classes are available at grades K-9. The professional staff (except for teachers of foreign languages) are experienced North American teachers, fully qualified and certified, and 50% have advanced degrees (MA or PhD).

AIS students come from 49 different nationalities, 9% American, 71% Egyptian and 20% from 47 other countries. All students are college bound: American colleges (90%) and other colleges (10%).

The school year is divided into two semesters from beginning of September until mid June. The school day extends from 08:20 to 14:50, Sunday to Thursday and the school calendar honors Egyptian and religious holidays. After-school sports include basketball, soccer, tennis, volleyball, track and field. New purpose-built facilities include 110 large, centrally air-conditioned classrooms, eight science laboratories, five computer centers, three art studios, photography lab,

two-storey library, canteen, a modern office building, an indoor gymnasium and a 600-seat auditorium. The buildings are barrier-free for the convenience of handicapped students and personnel. A purpose-built facility in Heliopolis-Cairo has been added to accommodate some kindergarten and primary classes as of September 2001.

Admissions are based on school records, entrance exams and age. Students are grade-placed according to the American system.

Cairo American College:

Located on an 11-acre site, the Cairo American College offers a rigorous educational program which follows an academic US standards-referenced curriculum model. International Baccalaureate and Advanced Placement courses are offered in the high school and, starting in 11th grade, students may elect to pursue an International Baccalaureate Diploma. Instruction is in English. Modern world languages include: Arabic, French and Spanish, which are taught in grades 3 -12. Instruction in English as a Second Language is offered in grades 1-10. Modern Standard Arabic for native speakers is available in Grades 1 through 12.

There is no religious instruction. Studies also include the history and culture of Egypt. Ninety to ninety-five percent of the school's graduates go on to colleges and universities in the United States or other countries. In April 2001, Cairo American College was re-accredited by Middle States Association of Colleges and Schools.

During the 2002-2003 academic year the 170-member faculty held 62 baccalaureate, 99 master's and 10 doctoral degrees. Approximately 62% of the faculty are US citizens; the others are Egyptian and third country nationals. Fifty two percent of the students were US citizens, 15% were Egyptian and the remaining 33% represented over 61 different nationalities.

The elementary school at Cairo American College is located in a constellation of buildings that include administrative offices, classrooms, an educational resource center, counseling offices and the school's health clinic. The middle school is located in a large building that includes administrative and counseling offices, classrooms, science and computer laboratories, and the school store. The high school is located in a large building that includes a library with a 63,000 volumes, student center, administrative and counseling offices, classrooms, as well as science and computer laboratories. Separate buildings include a 600-seat theater, a music building, a tech arts building, and a fine arts building. Outdoor athletic facilities include a gymnasium, a 400--meter all-weather track, a soccer field, basketball, volleyball, and tennis courts and a 25 meter swimming pool. The main administrative and business offices are located on the top floor of a large building shared with the fifth grade classroom and elementary art and music with a large multi-purpose room and lunchroom on the ground floor.

The Cairo American College operates on a rolling admissions basis. Applicants must submit records from previous schools attended. Admission and placement assessments are required.

International British School of Alexandria:

It was in 2005 in a brand new building on the outskirts of Alexandria; away from the noise and pollution of the city. There is a lush, green playing field to the front (it is the only British School in Alex with its own field) and an on site swimming pool is planned for 2008.

Having a background in both Independent schools in the UK and international schools worldwide, the aim of the headmaster is to bring the traditions of the best British Independent schools to Alexandria, to deliver an education suitable for an international and Egyptian client.

This institution has been registered, approved or affiliated with all of the following organizations: DFES (UK), Egyptian Ministry of Education, ECIS, CIS, WES and NAAS.

The curriculum is based on the national curriculum of England and Wales, but adapted to meet the educational needs of pupils in Egypt and to reflect trends in international education. The school follows a path leading to IGCSE and international A level examinations. It is the only British School in Alexandria that guarantees to have only British, or Irish, trained Staff. There is a maximum class size of 18.

It is the most technologically advanced classroom in the whole of Alexandria, being the first to introduce Promethean Interactive Boards. It has modern, well equipped Science rooms, a library and dedicated ICT suite. All classrooms are well lit. The school is continuing to grow in physical size, and when the final floor is completed all class rooms will have been equipped with quiet air conditioning.

It follows a standard prep school timetable with Christmas, Easter and summer holidays typical of most UK independent schools.

Pioneer Schools:

The owners of these institutions state that, as the International Pioneer Schools, they have taken education into the future, after all, your child future is what really matter to us.

Their new introduction to the world of learning are designed, so that students complete tasks which require them to select, describe, research, record, justify and finally present.

The school aims to develop and vary the human abilities of all sections of classes in Egypt. They provide students the chance to familiarize with the current trends and developments worldwide.

Consequently, they can participate practically and congregationally. Team work is productively better than individual work, as it depends on a collective group of minds exchanging various thoughts.

Maadi British International School:

Maadi British School, the forerunner of Maadi British International School, was established in 1987. It serves both the British and international expatriate communities in Cairo.

The Maadi British International School enrolls pupils from four to eleven years from over 30 nationalities. Approximately 45% of these pupils are British. Its curriculum, organization, ethos and philosophy emphasize British heritage, customs and culture while nurturing cross-cultural respect and understanding.

The curriculum is based on the English National Curriculum and, where appropriate, pupils are encouraged to develop beyond average National Curriculum levels. The school endeavors to ensure that current practices in the UK are administered throughout the school in a stimulating and caring environment by qualified teaching staff. Good teacher/pupil ratios are offered and specialist teachers ensure that all pupils have the maximum opportunities to attain their full potential, whatever their ability level is.

Maadi British International School is accredited by the Worldwide Education Service and has membership of the Incorporated Association of Preparatory Schools (IAPS). It is regularly inspected by UK inspectors. It is the school's aim to see that pupils are prepared for their future education in both the private and public sectors, in the UK and overseas. It provides a broad, well-balanced curriculum which includes academic, artistic, physical, and spiritual/moral development through the following: high academic standards and pursuit of excellence in all areas; the acquisition of knowledge and skills relevant to students' adult lives; a love of learning; questioning minds; self-discipline and good study habits; the

ability to work as a team, initiative and independent learning; the ability to make informed, self-respect and a sense of individual worth; personal qualities of imagination; an appreciation of beauty and human achievement and a respect of other peoples, cultures and religious beliefs.

Discussion:

By interviewing most of the owners of these smart schools, they clarified that their aim towards team spirit, congregational rivals and philanthropy. and the method of bilingualism affected positively the educational process and the school provides its utmost attention to develop the following skills:

Students must be accustomed to think prospectively and to be neat. To look attentively before they leap. To judge after deliberate investigation.

To be tidy and accurate whilst carrying out any task or work. To be serious and perfect. We believe and acknowledge that administration is the strength and foundation to establish and maintain all available potentials to achieve the ultimate aim. To implement a successful, effective and efficient administration system depends on good planning, guiding, supervising following up and assessment.

This combined with the latest technological media and data, provides the success and expansion of any work.

Common Problems:

There are many common problems in Bilingual education and there are many language and learning difficulties happen with the same frequency in monolingual and bilingual children, they are as follows:

A. Language Delay:

If a bilingual child has a speech or language problem, it should be apparent in both languages. However, detecting language delays or

abnormalities in bilingual children can be difficult. Signs of possible language delay in bilingual children include the following:

- not making sounds between two and six months of age.
- fewer than one new word per week in children aged six to 15 months.
- fewer than 20 words in the two languages combined by 20 months of age.
- limited vocabulary without word combinations in children aged two to three years of age.
- prolonged periods without using speech.
- difficulty remembering words.
- missing normal milestones of language development in the first language of a sequentially bilingual child.

Language development in bilingual children can be assessed by a bilingual speech/language pathologist or by a professional who has knowledge of the rules and structure of both languages, perhaps with the assistance of a translator or interpreter.

B.English-Only Education:

ELLs in English-only programs often fall behind academically. Many ELLs who are assessed using traditional methods are referred for special education. Such children often become school drop-outs.

C. Parental Concerns:

Parents in bilingual households can help their children by taking the following steps:

- speaking the language in which they are most comfortable.
- being consistent regarding how and with whom they use each language.
- using each language's grammar in a manner that is appropriate for the child's developmental stage.

- Keeping Children Interested And Motivated in language acquisition.

D. What does it mean to say somebody is bilingual?

A bilingual person is someone who speaks two languages. A person who speaks more than two languages is called 'multilingual' (although the term 'bilingualism' can be used for both situations).

E. How do people become bilingual?

People may become bilingual either by acquiring two languages at the same time in childhood or by learning a second language sometime after acquiring their first language.

Many bilingual people grow up speaking two languages. Often in America such people are the children of immigrants; these children grow up speaking their parents' native language in their childhood home while speaking English at school. According to this view-point, the structure of the brain changes at puberty, and after that it becomes harder to learn a new language. This means that it is much easier to learn a second language during childhood than as an adult.

In some countries, nearly everybody is bilingual or multilingual. In parts of India, for example, a small child usually knows several languages. In many European countries, children are encouraged to learn a second language - typically English. In fact, the U.S. is quite unusual among the countries of the world in that many of its citizens speak only English, and they are rarely encouraged to become fluent in any other language.

F. Is it harder for a child to acquire two languages at once?

There is no evidence to suggest that it's any harder for a child to acquire two languages than it is for the child to acquire one language. As long as people are regularly speaking with the child in both languages, the child will acquire them both easily. A child doesn't

have to be exceptional or have any special language ability to become bilingual; as long as the child is exposed to two languages throughout early childhood, he or she will acquire them both.

Some people worry that learning more than one language is bad for a child, but nothing could be further from the truth. In fact, there are a lot of advantages to knowing more than one language. First, many linguists feel that knowing a second language actually benefits a child's cognitive development. Second, if the child comes from a family that has recently immigrated to the U.S., the family may speak a language other than English at home and may still have strong ties to their ethnic roots. Third, in an increasingly global marketplace, it's an advantage for anyone to know more than one language - regardless of whether one's family is new to the U.S. And finally, for people of any age or profession, knowing a second language encourages cross-cultural awareness and understanding.

G. Does bilingualism in America threaten the English language?

English is in no danger of disappearing any time soon; it is firmly established both in America and in countries throughout the world. In fact, no language has ever held as strong a position in the world as English does today.

Conclusion:

Bilingualism is a branch of applied linguistics. Generally, it is the study of languages in contact, within, between and among persons as well as groups such as families and communities.

There are many definitions of bilingualism, some of them incorrect and based on myth. A person does not, for example, have to speak both languages with equal fluency to be a bilingual. It is very common for bilinguals, even those who have been bilingual since birth, to be somewhat "dominant" in one language.

Generally speaking, foreign language studies (of the main official UN languages: English, French, Spanish, Russian, Arabic and Chinese) are developing despite the fall in popularity of the Russian language. Among the most studied languages today are English, Chinese, Arabic, Spanish and Portuguese, while in some countries, such as Finland and Norway, Russian is still among the most studied foreign languages.

There is no doubt that English never endanger to disappear any time soon; it is firmly set up both in America and in countries throughout the world. Really and without exaggeration, no language has ever held as strong a position in the world as English does today. Some people worry when they see Spanish showing up on billboards and pay phones, but in a neighborhood with a high Spanish-speaking population, it makes perfectly good sense for public information and instructions to be printed in both English and Spanish. This doesn't mean that the English language is in danger.

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الملخص باللغة العربية:

توجد عدة تعريفات للثنائية أو الازدواجية اللغوية بعضها غير صحيح ومؤسس على أسطورة. فلا يجب أن يتحدث الشخص اللغتين بطلاقة تامة حتى يكون ثنائي اللغة. ومن الشائع جدا بالنسبة للأشخاص ثنائيي اللغة حتى هؤلاء الذين يعتبرون ثنائيي اللغة منذ الولادة أنهم متمكنون في لغة واحدة.

وبالنسبة للمدرسة الدولية الذكية في مصر فهي مدرسة تربوية خاصة تقع على مساحة ١٠٠٠٠ متر مربع في بيئة سكنية صحية. ويقدم نظامها التربوي مستوى عاليا من التربية الشاملة ثنائية اللغة وتبدأ من مرحلة الحضانة وحتى سن الثانية عشرة في حالة توازن مع الثقافة العربية.

ويشير البحث إلى أنه توجد مزايا كثيرة للثنائية أو الازدواجية اللغوية وهي تحسين المهارات التالية:

القدرات اللغوية واللفظية.

التفكير بصفة عامة.

تكوين المفاهيم.

التفكير المتنوع.

القدرة على التحليل والتحدث عن اللغة.

كما أن هذه القدرات تعتبر مهمة في تنمية القراءة عند الأطفال الصغار وقد تكون مطلباً أساسياً في تعلم القراءة والكتابة في لغة جديدة.