

Usefulness of Bilingualism and Literacy

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Abstract

Bilingualism in the United States is an important topic because of extensive immigration from around the world, children from immigrant families especially from Mexico are admitting to early learning school setting every year and the percentage of the immigrant children whose first language is not English is increasing yearly, as a result because of their initial development in early education US education board has taken various initiatives such as bilingual educational curriculum in early learning centre, learning of bilingualism, extensive literature education through skill based learning and knowledge based learning, content learning, language learning, teacher's professional development, extensive diverse environmental training, children's fair and extensive careful assessment etc. US board of education has setup an age based learning and it has been taken after extensive scientific experiment through neuroscience, bilingual approach has been taken for the academic achievement of those children whose first language is not English and who can equally make a higher academic achievement with monolingual children, initiative of community-school, school-parents partnership has been built for the continuation of bilingual development through literature study, and to read, write, speak fluently from the beginning of their age, which can finally make them a master of more than one language, learning has been introduced to the children of 3 to 8 years old who starts their education from prekindergarten until grade 3 (PreK-3rd), this six years continuous learning on English, math, neuroscience, language developments, common curriculum, conceptual development, reading development brings advancement into them.

Keywords: Knowledge based learning, Pre-K to 3rd, English Language Development (ELD)

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Introduction

Monolingual vs bilingual from Pre-K to grade 3 (3-8 years kids, good for starting learn two languages because of various reasons such as brain development stage, cognitive, social, cultural developmental stage, and they can do it smartly, for long-term developmental goal bilingualism is better than monolinguals, it teaches kid's universal acceptance of every community, makes harmony among various communities, therefore instead acceptance of only English, new comer kids keep their first language through their family, and accept English through school set-up for academic, economic and their developmental achievements, it increases their literacy such as decoding skill and their English language skill, therefore bilingualism is good for native English kids and second language kids both, (Pre-K, Kindergarten to Grade 1,2,3) are initial moment for all kids for their childhood development which lead their adulthood as well, Pre-K education is the combination of full day education funded by government, through aligned educational strategies, modern attitude(curriculum), well round curriculum including math, social studies, English, numeracy, arts, physical education, emotional learning(an important approach in Play Work as well, Play Leadership course of the University of Alberta's Physical Education and Recreational studies) and science, under this program(Pre-K education) regular planning, professional development among staff 'and teacher's(Pre-K, Kindergarten, 1,2,3), Principal's engagement for the professional development of teachers and the support of kids families = are all together Pre-K education(USA standard), parents relations as a primary supporter. English Language Development(EDL) strategies should be the combination of teacher-parent relations through positive communication, visual displays of language, culture in the classroom to making the environment multicultural, innovative, provides books that have various shadows of various culture, languages which can reflect into kids, pre-read stories in child language, using similar home language that bridges to English, using real world concept, sense(touching), object to understanding meaning of themes which is classroom learning, Young children need to be able to regulate their emotions, follow directions, form positive social bonds, and express their feelings appropriately to succeed in school, encouraging all families to talk (and talk, and talk!) - Dr. Catherine Snow's view as well, this talking skill is important in bilingualism, as per Dr. Nonie K. Lesaux, skill based competencies is important for the reader to understand and recognize the word and the knowledge based competencies is important for the conceptual and vocabulary knowledge and to comprehend the text message (reading based competencies is good in the United States, get importance in early grades but knowledge based competencies is not that good), skill based and knowledge based education are must for kids in their early education for their development lifetime, though kids in early grades are good in reading but junior high and high school students are facing difficulties on reading, it is because of school's unstructured knowledge based skills, literacy skill is important in bilingualism as well and need to be continue from their early age to stages of their life, need a good demographic knowledge based education(they can understand the object, concept, sense) in high and junior high schools, we have to understand that reading is not only a word but its understanding, the reader needs relevant background knowledge related to the text's vocabulary, topic, and structure, they can understand various context of reading and thus they solve reading difficulties, Japanese bullet train (high speed train) is a special

example on entire bilingualism, it refers some pattern such as map sound onto letter(/s/p/ee/d/) and blend these into a form(word like speed), they need to gain in the fastest way, such as student's in the grade 5th must read correctly 115 words a minutes(high speed train example), fastest learning is better than slower learning, because slow learning leads forgetting that what kids learn recently, therefore code based learning(knowing word), knowledge based learning(understanding concept and the reading), mechanical based skill and meaning based skill – all are important for the language and literacy development. Again, code based skill is good for the kids (DDL, non-DDI) and lacking knowledge based or meaning based skills but if they have mechanical skill (an advertise through words that has been described, they can read and have idea about the passage) and code based skill (26 letters and 44 words), it will something good at least than nothing through faster learning from the beginning of childhood (Pre-K to Grade3), however printing a passage from book and see something on the advertisement are not similar standard language, therefore when it is a matter to understand literacy, it is matter to gain knowledge based learning to understand its context and it is difficulties to critically analyse. Literacy and language development is important for successful employment, kids psychological development, physical development, children's early literacy skills are a foundation for all of their academic efforts and are closely linked to their health and well-being as well, therefore a modern attitude (curriculum), knowledge based staff's and teachers are also expected for the development of kids on their language, words and off-course on vocabulary (vocabulary gap by Dr. Catherine Snow) (literacy- reading, writing, listening and speaking, skill-concept about print, ability to hear and work with spoken sounds, word reading, spelling and fluency), knowledge- concept about the world, understanding about complex ideas, oral language skill), with faster development on language student need knowledge based teacher and staff who have effective instruction spans through early childhood years and respond positively for their developmental needs, organizing classroom effectively, learning on thematic based(an appropriate instructional plan based on multifaceted academic topics), skill based and knowledge based instruction, direct instruction and inquiry based learning, common planning time and joint professional learning(all together), coordinated curriculum, shared assessment, however, with knowledgeable teacher and staff, public school need to be designed with all Pre-K facilities(Pre-K presence), a partnership between school-community and parents etc. Response and Intervention are good way for better literacy skill (learning words faster), therefore teacher need to be positive responsive and intervene to the problem faced by the student and monolingual peer support (only English speaking kids conversation, interaction with non-native English student) can be a good way for better learning, so the early childhood leader (play worker – Lead for Literacy) need to be knowledge based, positive responsive, good program designer, early intervention practitioner, early literacy assessor, good designer of professional development for instructional changes(universal modern attitude), a good designer of volunteer program focused on literacy, a good comprehensive literacy curriculum, a good bridge between school and family etc. family is important tool for the development of language learning, therefore parents must be engaged with their kids through conversation, and in which language they are most comfortable just use during conversation which is better way to learn faster, storytelling, visiting home to home, are approaches for family conversation, kids conversation.

"Response to Intervention", "Coordinated approach of curriculum", "Code based", "knowledge based", "Children and the world knowledge" - are all important words to learn and to teach other for literacy development by expansion of vocabulary and knowing new words. I used to think that it is something about various languages but now I think it has branches that is broader and world wide. Bilingual people get government job easily (Air Canada) then a monolingual person, the research paper is focused on social-economic issues of the world, its regions and find out solutions, bilingualism is human's linguistic development which is important for overall development through English language program because of its global scenario. I would like to pursue my PhD in international development and writing topics based on it for logical ethics.

Literature Review

The approach of bilingualism and its setting up in US early school system is an important decision by the education board of the United States for the development of immigrant children's whose first language is not English, this is a decision through which immigrant children will go forward with monolingual students and performed higher achievement in academic field for their further career, it is an evolution from their childhood to re-build their base through an authentic style, however it is still not 100 percent successful because of cultural, language, differences, initiatives has been taken but this is something human error, still few teacher does not understand diversified environment, they are not well trained, as a result expectation has not been reached yet, therefore real mind setting need to be created to achieve 100 percent goal.

Methodology

I am a professional education student at the Harvard University, Graduate School of Education and taking courses through online learning, I aim for the publication of all my professional courses that I have taken, I have several references, resources through my Harvard University online account, I use those resources, articles on child welfare to write this article, as I took these courses, I have knowledge on topic, I again read all those resources, make a draft, and finally make a final draft on it adding and cutting from the preliminary draft, thus I write the final article.

Result and Discussion

Bilingualism in the United States is going to be important for the demand of external accountability and the high grade-level expectations in English Language Arts in the Common Core Standards (CCSS), students from the age of 3 to 8 (PreK to 3 grade in all primary school in the USA) whose first language is not English and speak two languages and not fluent in English language, have been identified as a Dual Language Learners (DLL's), initiatives have been taken by the United States Department of Education and the Office of the Head Start to promoting linguistic developmental skills to every young children in the USA who speaks languages other than English, the initiatives have been taken in 2008 and had effective to US Early Care and Education (ECE) and the Public Schools, the development of English language learning at

the prekindergarten is necessary due to big percentage of non-English speaking children in the USA, it is more than 50 percent some of US states that has come from non-native family background and their English language level is not sufficient for a high grade and the school standard level, in the past 15 years much development has been done for the creation of dual language development and the multilingual development through the extensive research on neuroscience that can provide guidance on policies and practices for dual language learner, learning has been introduced to the children of 3 to 8 years old who starts their education from prekindergarten until grade 3 (PreK-3rd), this six years continuous learning on English, math, neuroscience, language developments, common curriculum, conceptual development, reading development brings advancement to those children for their further studies and life development which is related with their adulthood as well, the program of advancement for the dual language children is also connects with their parents for a positive parents-children and parents-teacher relationship to understand children, to establishment a better communication and relation with parents for home studies, to let understand their parents about the importance of bilingualism and its initiatives, relations helps to increase the likelihood of the children's positive adjustments to early schooling. Learning two languages in the early childhood (infants-toddlers) seems like confusing and difficult but it is also true that those years of child's continuous learning of dual languages develops their brain and the ability to sort the sounds of each language into separate categories and its contextual cues to know it's appropriate using time, thus their brain works wonderfully, they can use to learn, understand multiple languages, its sounds, cues, excuses and the linguistic connection of both languages (English and their mother tongue), it is their innate capacity to learn dual languages from their birth and if their learning of quantity and quality are similar they become fully proficient in both languages, learning two languages from the beginning of their life (7 month of age) to throughout their childhood helps to build their varieties of cognitive development and functions such as working memory, inhibitory control, relevant and irrelevant tasks, mental and cognitive flexibilities etc., it also helps to improve language skills and creates a balance between two, it is completely recognized as early bilingualism, balance between two languages increased abilities day after day and thus it creates a mastery skill on bilingualism, who is a master of bilingualism through their practice, innate abilities, did a better performance in their early education and throughout their educational career, it was better than monolingual children's, children from 7 month to 3 years of ages showed a better result in learning of two languages, English and their mother tongue and according to scientific research it did not effect on academic achievement through English language in schooling environment and also learning through their native language at home, it is a clear evidence that children can successfully add another language other than their native language and the advantages have been observed through their long term social-economic and cognitive development. "In the brain, the ability to hold onto and work with information, focus thinking, filter distractions, and switch gears is like an airport having a highly effective air traffic control system to manage the arrivals and departures of dozens of planes on multiple runways. Scientists refer to these capacities as executive function and self-regulation—a set of skills that relies on three types of brain function: working memory, mental flexibility, and inhibitory-control. Center on the Developing Child at Harvard University (n.d.). Executive Function: Skills for Life and Learning." (Centre on the

Developing Child at Harvard University (n.d.). Executive Function: Skills for Life and Learning). Learning more than one language changes the neural patterning and the language processing system in the developing brain during the first year of childhood a child can aware about all kinds of sounds of spoken language, after 7 years of age human capacity to hear and process unfamiliar sounds of languages decreases, this is why PreK-3rd years are the ideal time for bilingual learning, it has been observed by the cognitive neuroscientists that young bilingual children dispersed and distributed neural pathway in both brain hemisphere, bilingualism helps to set different skills in bilingual children than those monolingual children because of their various challenges to learning more than one languages and at the end they become master on bilingualism, however they face challenges like during the learning process like taking longer time to respond to language tasks than the requirements, they cannot learn sufficient word lists yet as they go through various challenges and processes to be skilled on bilingualism, their brain development and learning looks different than monolingual children, monolingual children's are native English speakers and are the main streams in the USA, they are mostly not poor financially, they parents are supportive in primary English language, but unfortunate bilingual children's are from different cultural, socio-economical background, parents are not highly educated and therefore they are living under poor condition, as a result it need to be realized before judgement on those children on their achievements, speaking and listening are among most important fundamentals that helps children to be master in English language and it is important for their academic achievements to be fluent in English in school, as their first 5 years are for language development, it need to be cleared that those bilingual children must learn English very well for better future because of its main stream language recognition in the United States, however, due to the English Emmerson Program (ECE), children could be confused and could lose their interest on their first native language that they speak in home with their family members, as a result neither they will be master in their native language nor in English to know about the important world knowledge and the outcome could be decrease of academic achievement, so it is recommended to learn through both languages that they are developing their mastery skill on that, statistics says that learning through both of their home language and in English gets the highest grade of achievement after grade 3 and beyond, young children can learn their nursery skills such as songs, extended vocabulary, early literacy skill through their home language and in English which is the best way of combination to be master on both language and be bilingual accurately, therefore it is also recommended to their parents to encourage their child to speak with them in home language, parents can sing, talk, communicate in their own language with their kids for the development of their first language in early childhood while they develop English skill in PreK-3rd setting in school through teachers instructions, the United States is an immigrant country since its independence, early learning bilingual program has launched entirely not only for DDL students but for representatives from different languages, 10 Of students raised in poverty, only 17 percent in fourth grade and 16 percent in eighth grade read at or above proficiency levels, it is going to vulnerable in the United States, reading demands are high in high school but students are not doing good that head been expected, reading standard is not the same in various grade, reading in grade 3 is not that grade 6, a 3 year old children can not read like 8 year old children, but it is also recommended or expected form a matured reader to understand the concept of the

reading and thus be knowledgeable using multiple resources, it is a process to build a foundation of learning in courses like math, science, education, drama etc. Skills-based competencies are those that allow students to master the mechanics of reading, they can read, such as knowing the full array of sound symbol relations using the twenty-six letters and forty-four sounds in the English language enables accurate word reading, on the other side knowledge based skill is deeply understanding of the course, concept, so that children can express their own words because of their conceptual understanding of the course or particular topic, a reader has to be a minimum background of knowledge related to the text, vocabulary topic and the structure to understand broadly, high-speed Japanese train description in 5th grade is an example to understand the reading by both knowledge and skilled based(skill is the ability to read words, knowledge is to know the entire things deeply and to understand the concept), Japanese trains are high speed (s/p//e/e/d), so they need to form the sound onto letter and then a word like speed, they need to know the spelling pattern as well which is decoding skill and grade 5th children need to read 115 words correctly in a minute, skill based and knowledge based skills are both important for further conceptual understanding of the reading, example a passage on Japanese high speed trains, the passage might be short but has extensive depth to understanding the technicality of the train and its technology, so it is not only skill based understanding by just reading but to understand in-depth by using knowledge skill as well through various sources like dictionary, phrases, idioms etc. reading development through skill and knowledge based have been examined among non-English speaker's Latino school children, they are economically poor and have limited vocabulary (Dr. Catharine Snow of Harvard University Graduate School of Education has given importance on much vocabulary skill for the learning and the reading development and she mentioned economic background also affects to learn vocabulary, therefore economically rich students have more vocabulary words than the poor students and it is also depends on their family background whether parents especially mother is much educated to learn and then to teach her kids or not , she calls vocabulary gap between rich and poor children), limited vocabulary among non-native speakers forced to down them in front of native English speaker children's on the course marks and a low academic result, this problem can be solved by three approaches such as implication for assessment, implication for instruction and implication for instructions, a regular and comprehensive assessment can be vital for those children who have limited vocabulary problem, only can understand by reading and have few word and sound knowledge, a knowledge based reading competencies approach is good for them to support a comprehension, that guides reading assessment practices to early readers and adolescence reader, comprehensive reading assessment is an important screen for early learning children to monitor their reading, sounding on words and it has to be designed by both skill based and knowledge based for their mastering and to solving mental stress , same thing for the adolescence learner as well, implication for the instruction is also valuable for the reading, learning and literacy development among early, adolescence and junior/high school learner, reading has to be conceptualized and knowledge based for better understanding from the roots, baser and skilled based education, greater attention to sustained, comprehensive, and deep instruction, and using assessments that capture complex thinking and learning, will enable teachers to begin augmenting students' knowledge with the competencies that are crucial to this population's success in school,

focused on theory and scientific approach, updated program and curriculum by the teachers, maintain quality of the classroom by inventing various theories which can be interesting and good knowledge for all children, reading, speaking, writing are multiple learning that can be another way of research for the multiple development. Early childhood literacy education is important for the development of adulthood, it is connected with further education in high school, employment, poor reading from Pre-K to end of the 3rd grade affects in high school studies and as a result students can't able to graduate on time, then face unemployment problem and finally fall into depressed, frustration, so these are all affects just because of poor reading, listening, speaking as combined learning development, child need to be always proficient reader during his/her entire life and it can be through school, it can be through communication between child and adult in the community, at home with parents as their primary sources, so the comprehension of the text is very important to understand, understand the concept of their subjects through their knowledge, skill development through knowledge based such as oral language, vocabulary, and listening comprehension skills, as well as the foundational knowledge for the access and apply a text's message (knowledge based learning), children can be the master of the reading technique, able to map the 26 letters onto their respective sounds in combinations (44 in total), and thus read words(skill based learning), therefore literacy(reading, writing, listening and speaking), skill(concept about print, ability to hear and work with spoken sounds, alphabet knowledge, word-reading, spelling and fluency), and knowledge(concept about the world, ability to understand and express the complex ideas, vocabulary, oral language skill) are necessary for all early child development for their good adult life until the end of life, they will sure be succeed if they obey those instruction for their early reading development, literacy instruction focused on developing language and reading skill need to designed as an updated curriculum in developing countries to follow western education(USA Education Board), they are basically four ways to learning, effective instruction span and responds to children's developmental needs in a way that the children can understand easily and with fun such as for three years children, education should be play based education for reading skill, science skill and language development, content learning through the thematic units of multiple learning opportunity and the innovation of science, so the curriculum will be designed by the combined skill, learning instruction would be interacted, engaged, focused and structured, a strong communication and planning among teachers such as common planning time, a joint professional development promote and create a high quality instruction for the literacy development, a coordinated approach of curriculum is good for the creation of institutionalizing professional knowledge for teachers, staff and it is good for the teaching and literate children appropriately, shared assessment is another way for a strong literacy development within children, teachers spend time for the students' academic development report through academic score and then find out their resources for need, a kindergarten teacher can share assessment with Pre-K teacher to give the knowledge about the next stage of education and it's expectation, a public education system with Pre-K in every school coordinated by shared assessment, interaction, joint professional development, updated curriculum of both skill and knowledge based learning, need to be launched for a strong literacy development, early childhood is a developmental period that starts at birth and ends at eight or nine years old—around Third Grade, a good literacy teacher, whether Pre-K or Third Grade, is one

who is sensitive to this developmental stage and understands each new stage in the context of the overall developmental period, and therefore teacher certification and preparation on developmental stages will boost for a strong literacy skill and reading instruction, school and community, school and parents partnership is important for a good literacy development and it's continuation in school and in home, it is a shared pathways, so it is clear that children at risk can still able to learn wording, techniques of their studies through skill based learning but they can not express or understand deeply further which is knowledge based skill, but high quality coordinated Pre-k literacy instruction creates and expands kids learning ability, vocabulary, reading skill and the foundation of their life span, intervention on child development need to be faster than delaying, then it will be a problem according Professor Nonie Lesaux of Harvard University Graduate School of Education, so the teachers need to understand the areas of difficulties of children whether they are facing problem in skill based learning or knowledge based learning, Professor Nonie Lesaux also thinks that English language learners can study through both of their languages, in school it is English instruction for academic achievements and in home it is by their first language, it is like a combination of language process than can teach children appropriately and thus they can claim their bilingualism continually, as per Professor there is no need to approach only English rule to their parents to teach their kids, it will not bring good thing but will be harmful for their entire learning development, she encourages native language that is off course comfortable to their parents and thus teach their children, from the early years children's need to know the concept of the world, and the commutation to talk by talking with parents, peers (Dr. Catherine Snow of Harvard University Graduate School of Education), English only rule can not create a more narratives in the language, more words and more vocabulary, it is good to create a community-school partnership, parents-school partnership for better linguistic education, storytelling, questioning, dialogue etc.

Conclusion

Bilingualism, literacy development, strong teaching background, a combination of skill based learning and knowledge based learning (content and language) school and community and parents relations are key points for the development of bilingualism and the creation of a education model for the bilingual children's for their highest performance in the school and in their entire academic life which is the pathway of their professional life and through the life, relations between DDL and monolingual students need to be more focused for the behavioural development, for the equality in every section and thus to build a diverse environment, things such as updated curriculum, professional development, community relations need to be focused and flexible, finally a question raise that is, why still problems occur in school? The answer is, in reality teachers, educators still can not find out the psychological factors of children and their parent's and it is something very difficult, immigrant children's are still behind than the native English children, adult immigrant as their parents can not actually match with a new environment and can not integrate with school or teachers, this is why expectation is still not meeting, so it is depends on the children's, their parents that how do they accept the entire things.

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