

Benefits of Multilingualism

There are multiple benefits to being multilingual, multiliterate, and multicultural in today's global society. Knowing more than one language from birth, acquiring a new language through school, or learning languages later in life can provide tangible advantages in many areas. From delaying cognitive signs of aging, to earning

college credits, and getting a better job offer, multilingualism is an asset that can benefit English learners as well as native English

speakers in a variety of ways.

- Understanding of other world cultures
- Increased empathy development
- Enhanced connections to heritage cultures
- Promotes global awareness, reduced discrimination, improved self-esteem, and stronger cross-group relationships

SOCIOCULTURAL

COGNITIVE

- Executive function
 - Attentional control
 - Task switching (mental flexibility)
- May delay the onset of age-related cognitive decline and the onset of illnesses such as Alzheimer's disease
- Increased intellectual flexibility

EDUCATIONAL

- Comparable or higher academic achievement of students in dual language programs as compared to students in English-only programs
 - Improved learning outcomes in various subjects
 - Bilingualism associated with increased high school graduation rates among children of immigrants
 - Leads to increased levels of creativity
 - Promotes higher levels of abstract thought and reasoning
 - Engenders enhanced metalinguistic awareness to support the learning of languages in the future

ECONOMIC

- Greater job opportunities in multiple public and private sectors
- Greater business opportunities
- Bilingualism raises occupational status and earning potential
- Language skills are in high demand for employment with the Federal Government

Critical Languages

Arabic • Hausa • Kurdish Mandarin • Pashto • Farsi Russian • Somali • Tajik Turkish • Urdu



References:

- August, D., & Shanahan, T. (2009). English language learners: Developing literacy in second-language learners—Report of the National Literacy Panel on language-minority children and youth. *Journal of Literacy and Research* (42), 432-452.
- Bialystok, E., Craik, I. M., Green, D. W., and Gollan T. H. (2009). Bilingual minds. *Psychological Science in the Public Interest* 10(3), 89-129.
- Commission on Language Learning. America's Language (2017). Investing in Language Education for the 21st Century. American Academy of Arts and Sciences: Cambridge, Massachusetts.
- Diaz, R. (1985). *The intellectual power of bilingualism.* Southwest Hispanic Research Institute Working Paper #108. Albuquerque, NM: University of New Mexico.
- EHLS Professional English New Opportunities Website. Ehlsprogram.org
- Esposito, A. G., & Baker-Ward, L. (2013). Dual-language education for low-income children: Preliminary evidence of benefits for executive function. *Bilingual Research Journal*, 36(3), 295-310.
- Goldenberg, C. (2008). Teaching English language learners: What the research does-and does not-say. *Kappa Delta Pi Record*, 60-65.
- Lindholm-Leary, K., & Genesee, F. (2014). Student outcomes in one-way, two-way, and indigenous language immersion education. *Journal of Immersion and Content-Based Language Education*, 2(2), 165-180.
- National Academies of Science, Engineering, & Medicine, (2017). *Promoting the educational success of children and youth learning English: Promising futures.* National Academies Press.
- Okal, B. O. (2014). Benefits of multilingualism in education. *Universal Journal of Educational Research*, 2(3), 223-229.
- Rumbaut, R. G. (2014). Immigrant America: A Portrait. Retrieved from https://escholarship.org/uc/item/0b3843wt
- United States Department of Education, Office of English Language Acquisition. Multiliteracy Symposium: Celebrating the Diverse Linguistic and Cultural Assets of All our Students. 2019, May.
- Wright, S. C., & Tropp, L. R. (2005). Language and intergroup contact: Investigating the impact of bilingual instruction on children's intergroup attitudes. *Group Processes & Intergroup Relations*, 8(3), 309-328.

This infographic was produced under U.S. Department of Education Contract No. GS-10F-0201T - National Clearinghouse for English Language Acquisition (NCELA) with Manhattan Strategy Group. Melissa Escalante served as the contracting officer's representative. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred.