

**Forum Bilingue**



TELOPEA PARK SCHOOL  
LYCEE FRANCO-AUSTRALIEN DE CANBERRA



AMBASSADE DE FRANCE  
A CANBERRA

## The Embassy of France and Telopea Park School/ Lycée franco-australien de Canberra

Cordially invite you to attend the talk

# How to raise a bilingual child ?

## Benefits and challenges

### Speakers:

- **Dr Ruth Fielding**, University of Canberra, Assistant Professor, Languages curriculum and TESOL
- **Vishnu Kaleeckal Krishnankutty Nair**, ARC Centre of Excellence in Cognition and its Disorders, PhD, research scholar
- **Catherine Adam**, Faculty of Humanities Université de Bretagne Occidentale, France, teacher trainer and author, PhD

**Venue:** Telopea Park School, Lycée franco-australien de Canberra, New South Wales Crescent, Barton ACT 2600

**Date:** Monday 15 September - 5.30pm to 7.30pm

**RSVP:** <https://bilingualchild.eventbrite.com.au>



## Abstracts :



### **Being and Becoming Bilingual: The benefits and challenges of educating a child in a bilingual setting**

By **Dr Ruth Fielding**, University of Canberra, Assistant Professor, Languages curriculum and TESOL

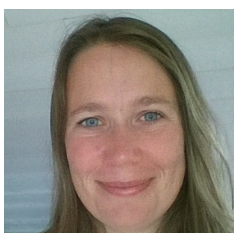
Educating your child in a bilingual setting can be challenging . I will give an overview of the benefits and challenges of raising a child bilingually. There are many misconceptions , with many people fearing “damaging” their child’s education. I will dispel some of those myths and show what research indicates are some of the ways to best cater for your child in a bilingual environment. I will illustrate the communicative, cultural, cognitive, identity, curriculum and future benefits of strong forms of bilingual education for children.



### **One world: Many languages One mind : Many advantages**

By **Vishnu Kaleeckal Krishnankutty Nair**, ARC Centre of Excellence in Cognition and its Disorders, PhD research scholar

A growing number of studies reported advantages in cognitive control tasks for bilingual children and adults. Evidence suggests that the bilingual benefits extend beyond cognitive control tasks and lead to an advantage in novel word learning (new language learning). Significant benefits were also observed for late bilinguals as well as for poorest bilingual individuals who come from lower socio economic status.



### **From languages of the family to languages of the school**

By **Catherine Adam**, Faculty of Humanities Université de Bretagne Occidentale, France, teacher trainer and author, PhD

When you think about languages for young children, you should not forget that it's an parental choice. In this choice, parents are sometimes a linguistic model and are always an “affective model”. I will illustrate my speech with the example of minority and regional languages in France. I will argue about importance to make bridges between languages of the family and languages of the school in order for these children to acquire a balanced bilingualism and for the purpose of linguistic diversity preservation.

And for more information about *Le Forum Bilingue* :



<http://forumbilingue.lyceeFrancoAustralien-EFS.org/> ,