

Parental language mixing in DLD

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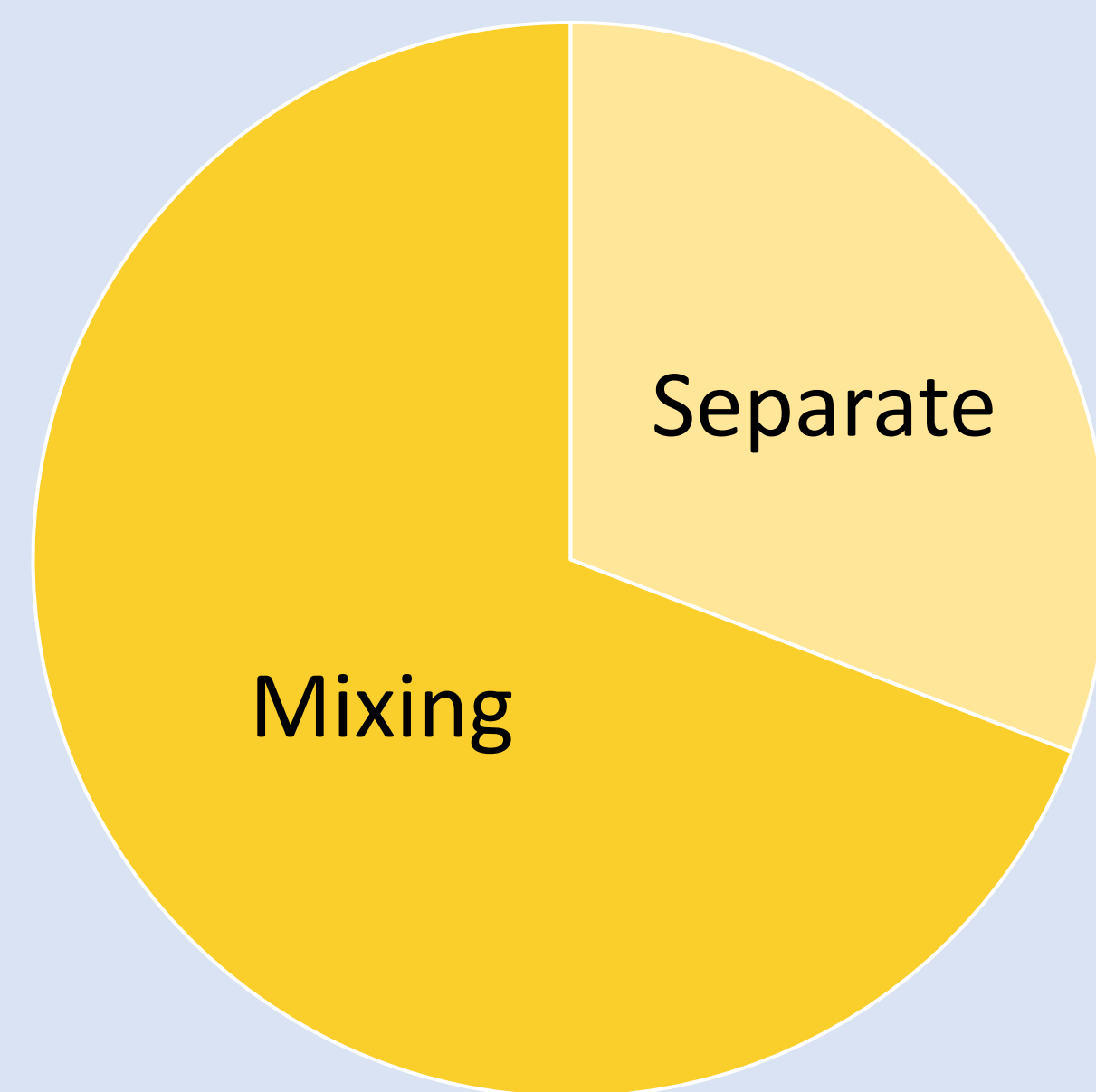
Background

Practice

Bilingual daycares

“Especially for young children, it is important that the languages are strictly separated in the input.”

Bilingual families



Blom et al., 2018

“In every group, one teacher speaks Dutch and the other speaks English, so this does not lead to confusion.”

Research

Processing mixed-language input may be more cognitively demanding

Byers-Heinlein, 2017; Morini & Newman, 2019

Little evidence for relationship between mixing by parents and language outcomes in TD children/families

Bail et al., 2015; Blom et al. 2018; Place & Hoff, 2011 ;2016

Little is known about parental language mixing in DLD families

Study design



Bilingual families in the Netherlands with children (3;0 to 6;5) with DLD (aim 30)
Range of home languages, including e.g. Arabic, English, German, Italian, Russian, Turkish

Parental questionnaire using Q-BEx



1. Direction of mixing
2. Mixing between speakers
3. Types of mixing within speakers
 - a. One-word: “let’s go to the bioscoop (cinema)”
 - b. Two- to three-word: “let’s go naar de bioscoop”
 - c. Between sentences

De Cat et al. 2022

Day-long audio recordings using LENA™

- Select
 - 8- to 16-hour recordings
 - 270 30-second segments
- Code
 - 270 30-second segments
 - Speakers, language, child-directed, activity
- Score
 - X mixed 30-second segments
 - Level of mix: speaker, type, direction
- Output
 - Frequency of parental language mixing per type (between or within speakers) and direction (Dutch to L1 or L1 to Dutch)

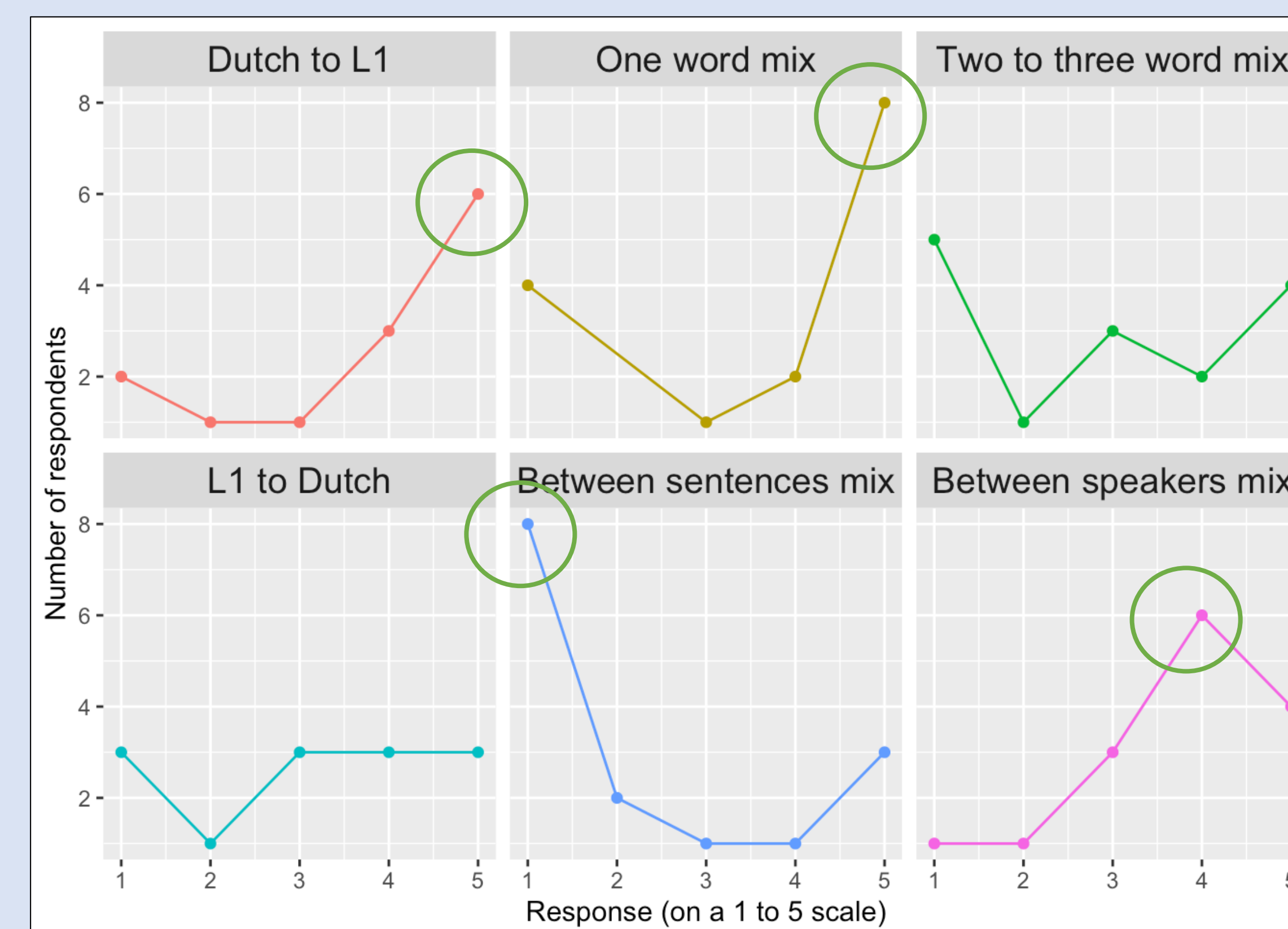


First glances at the data

Parental questionnaire using Q-BEx



Data from 15 families



- All families report mixing, but to different extents
- Direction: more mixing into L1 than into Dutch
- Type: more one-word and between speaker-mixing than between sentences

Day-long audio recordings using LENA™

Coded data from 3 families

	German-Dutch boy 3;0	English-Dutch boy 5;6	Turkish-Dutch girl 5;4
Segments uncoded	8%	13%	3%
Segments Dutch	82%	46%	68%
Segments L1	2%	9%	1%
Segments mixed	8%	31%	28%

- All families mix, but to different extents

Next steps

1. Continue data collection
2. Coding and scoring LENA™ data
3. Assess relationships with children’s language outcomes (grammar and vocabulary)

Research questions

- (1) What does the language mixing behaviour of parents of children with DLD look like (frequency, type, direction)?
- (2) What is the effect of parental mixing on language development in DLD?

Contact / download



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