

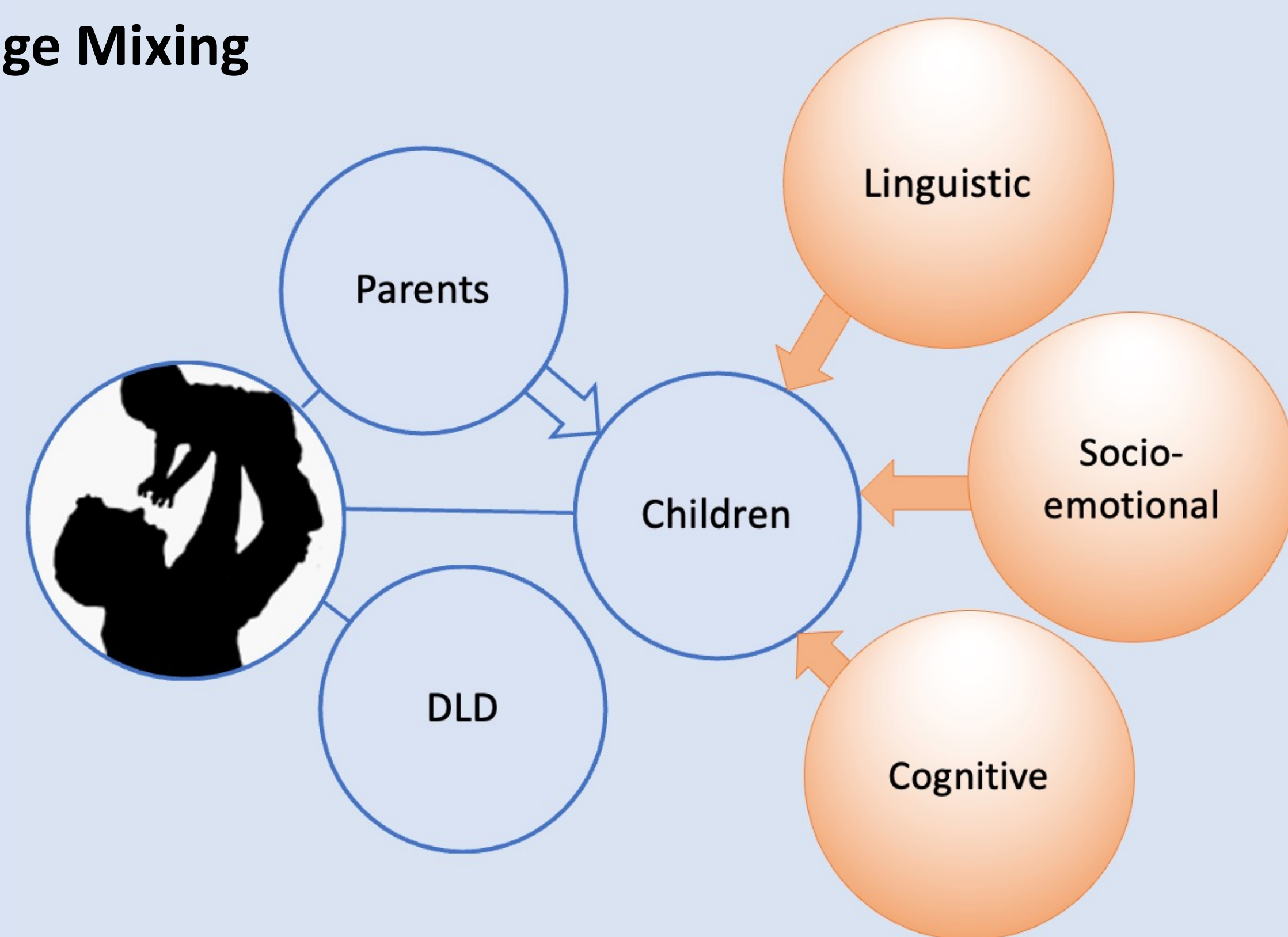
Using Q-BEx & LENA™ day-long audio recordings

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Project CALM

Children and Language Mixing



Bilingual families in the Netherlands
 Children (3;0 to 6;5) with and without DLD (25-30 per group)
 Longitudinal: two waves +/- 1 year apart

Parental questionnaire

Language environment, attitudes, mixing
 1. Speaker, direction, type



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**
 - N mixed 30-second segments
 - Level of mix: speaker, type, direction
- Output**
 - Frequency of language mixing
 - Per speaker, direction, and type

Linguistic: vocabulary & grammar

Socio-emotional: CBQ & social responsiveness

Cognitive: WPPSI, working memory, selective attention, Theory of Mind

Experimental language mixing: sentence repetition, verbal fluency

Study 1: Optimizing language environment measures

RQ: Which language input measure predicts the vocabulary scores of bilingual children best: parental questionnaires, daylong audio recordings, or a combination of both?

(Dis)advantages language environment measures

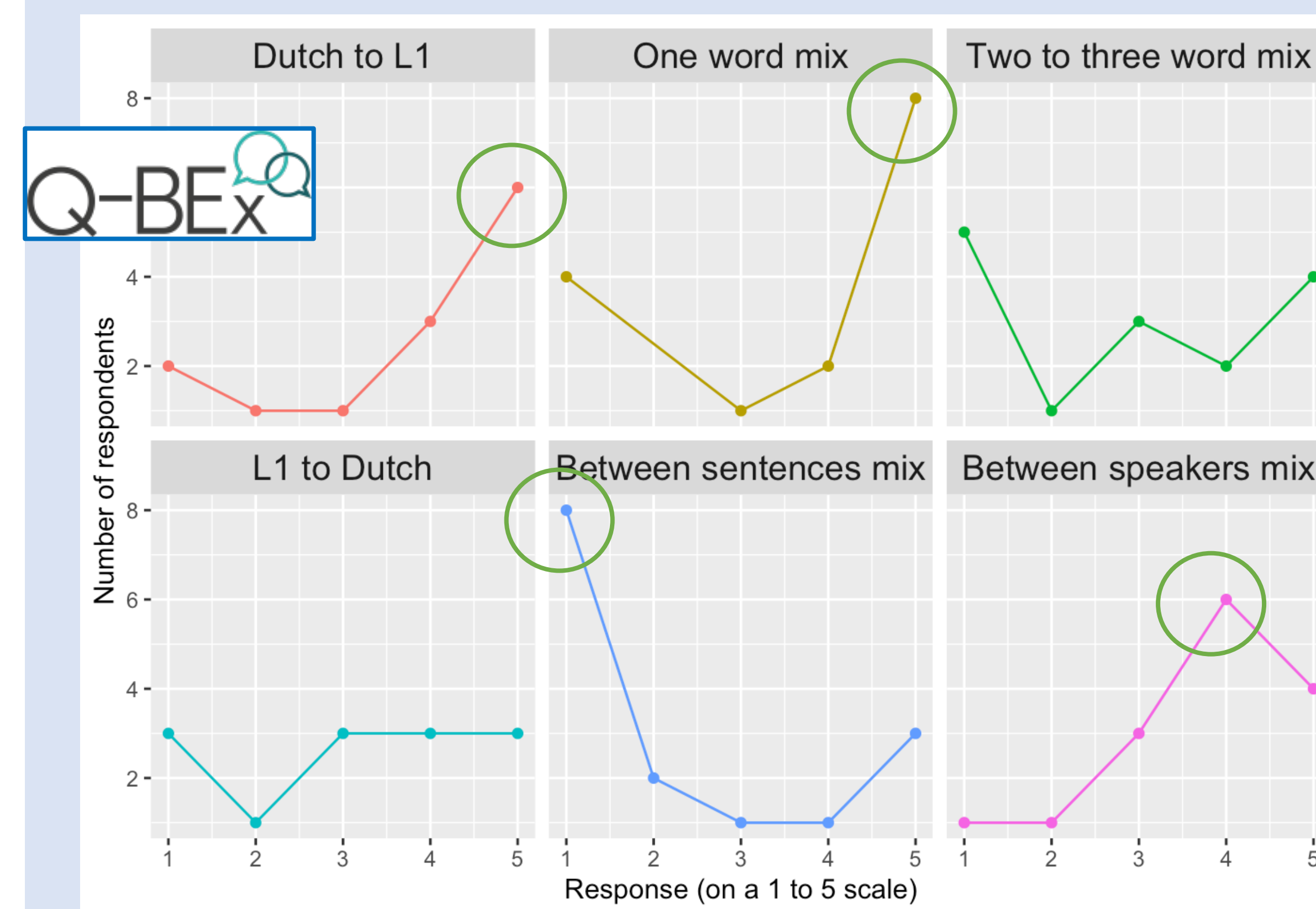
Q-BEx	+	Snapshot	=	Combined Q-Bex & LENA™
Cumulative Parental estimates		Actual frequencies		Cumulative Actual frequencies

Receptive and productive vocabulary in both languages
 Cross-linguistic lexical task
 Haman et al. 2015

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Study 2: Parental mixing & language outcomes in DLD

RQ: Does the frequency of parental language mixing relate to language outcomes in children with DLD?



	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%

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Next steps

1. Continue data collection
2. Data analysis
3. **Children's own language mixing**

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