Ute's **International Lounge**

Europese School
Den Haag
Rijnlands Lyceum

Raising children with multiple languages successfully

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Raising children with multiple languages successfully

**That our children can speak,
read and write in all their languages
perfectly (to be understood by native speakers)**

Scenarios of multilingual families
= continuum of increasing complexity

1) How many languages / dialects do you use/speak at home?

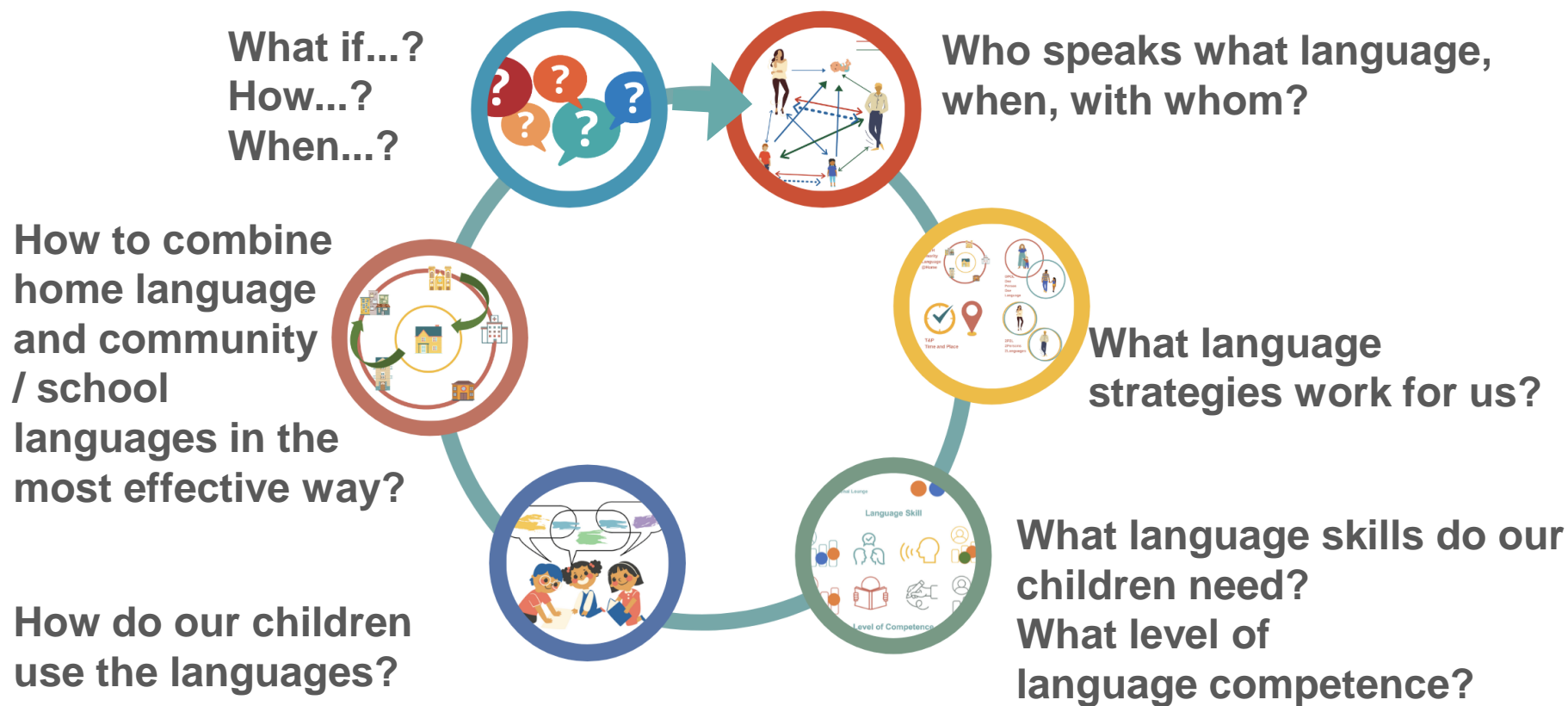2) Are your children schooled in one (or more) of your home languages?

3) Did you attend school in your first language?

A goal without a plan is just a wish
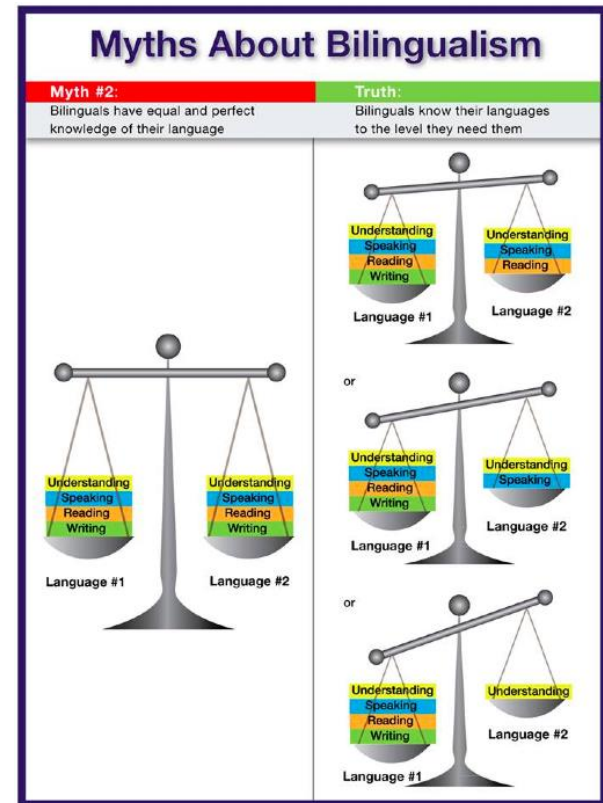(Antoine de St Exupéry)

Optimize the exposure to the target languages

What if...?
How...?
When...?

Who speaks what language, when, with whom?

How to combine home language and community / school languages in the most effective way?

What language strategies work for us?

What language skills do our children need?
What level of language competence?

How do our children use the languages?

We all acquire and learn our languages:

- **in different settings**

- **for different purposes**

- **to different extent**

Bi/Multilinguals *do not* have equal or 'perfect' knowledge of all their languages

Myths About Bilingualism

Myth #2:	Truth:
Bilinguals have equal and perfect knowledge of their language	Bilinguals know their languages to the level they need them

Understanding / Speaking / Reading / Writing — Language #1 / Language #2

or

or

Language skills

| Understanding |
| Speaking |
| Reading |
| Writing |

Language Development in Multilinguals

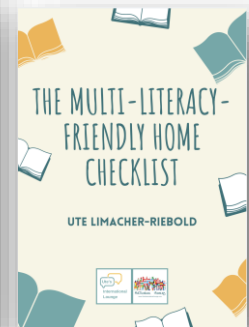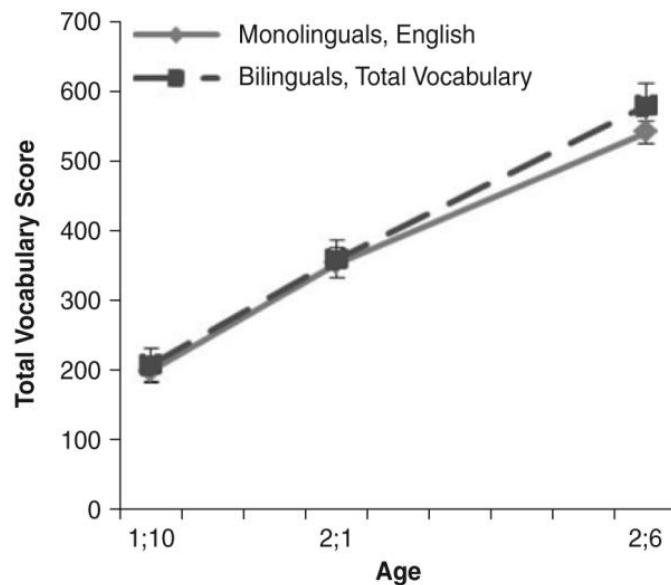**Fig. 2**


English vocabulary scores for monolingually developing children and total vocabulary scores (English+Spanish) for bilingually developing children at 1;10, 2;1 and 2;6. Error bars represent standard errors of the means.

Dual language exposure and early bilingual development, Erika Hoff, Cynthia Core, Silvia Place, Rosario Rumiche, Melissa Señor, Marisol Parra, 2011.

perro
+
cane
+
Hund

Language Delay and Multilinguals
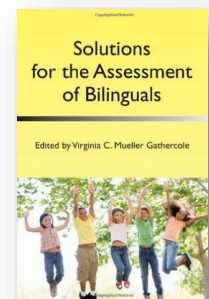
Reasons for a language delay

- acquiring and learning two or more languages
- lack of input in the target languages

Speech or Language Development Disorders are visible in both/all their languages

Children struggle:

- finding words to express ideas
- organizing sentences
- understanding words
- following instructions
- answering questions
- remembering what someone said
- paying attention
- with reading and writing
- with pronouncing certain sounds

**We can observe a change in our children´s language development**

- starting daycare/school

- illness of the child or a family member

- parent who travels

- separation of parents

- arrival of a sibling

- a move

- any change...

A child's second language competence is dependent in part on the level of competence the child has already attained in L1

Jim Cummins *Developmental Interdependence hypothesis* 1978ssg
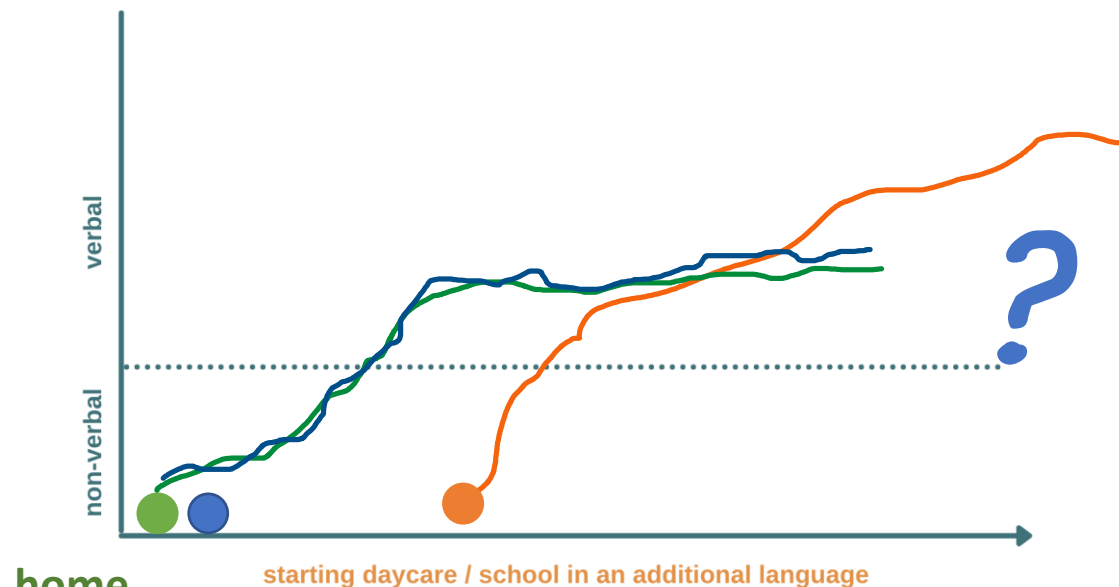
Skills learned in the school language can be transferred to the home languages – and vice versa
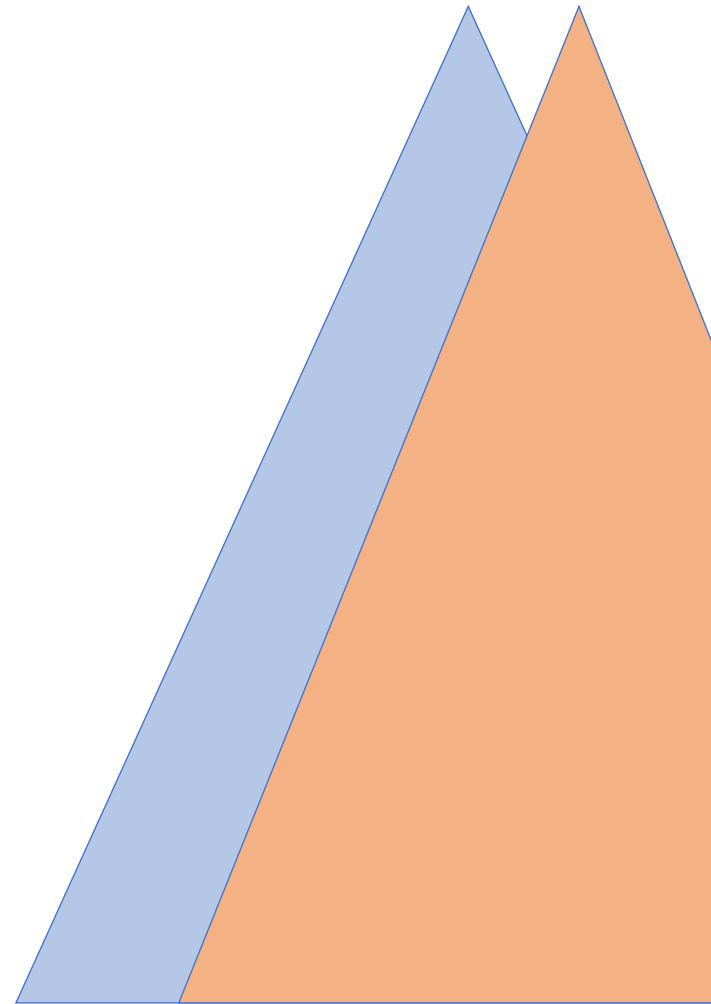
home languages

starting daycare / school in an additional language

verbal

non-verbal

BICS
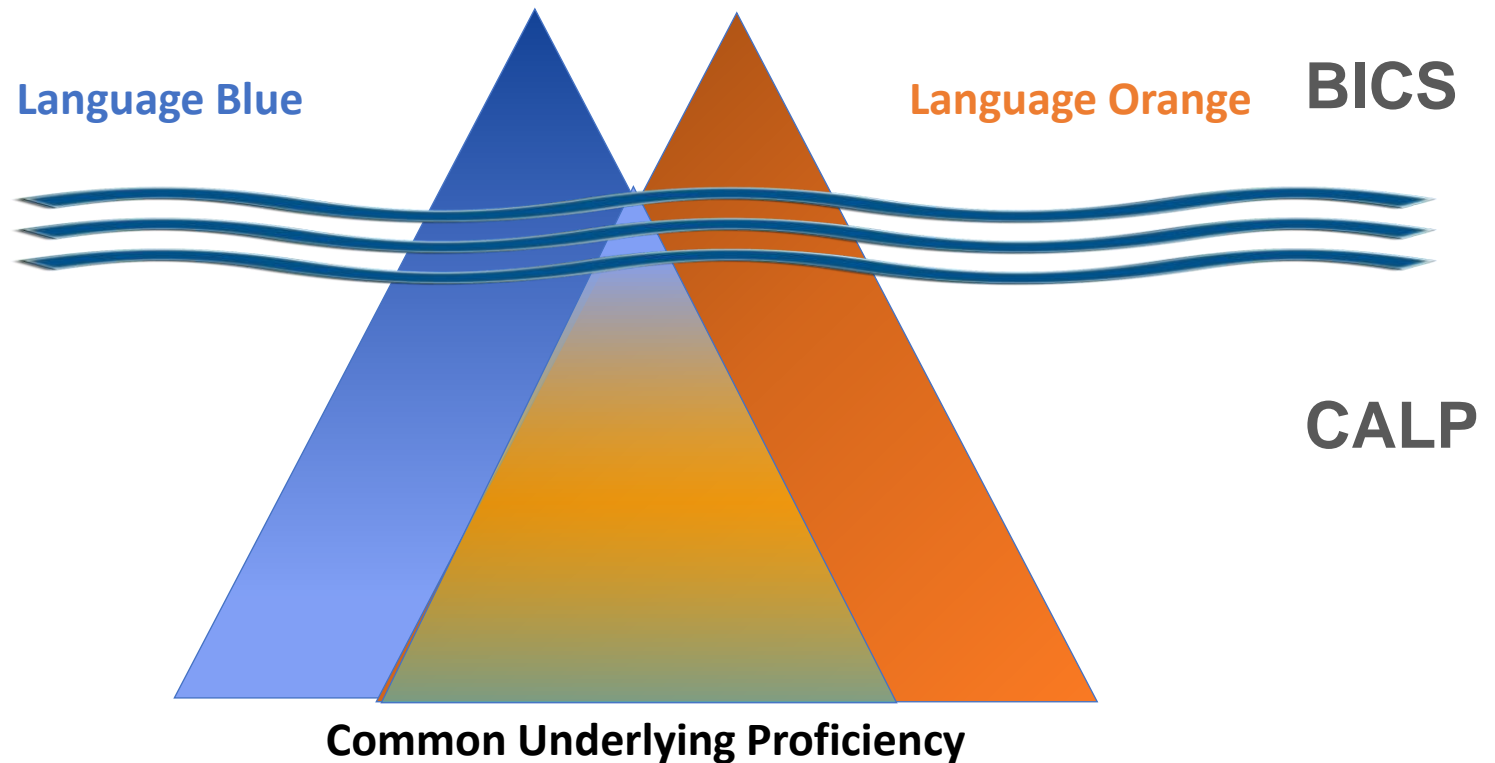
Basic Interpersonal Communication Skills
- conversational, everyday language
- takes 6 months to 2 years

CALP

Cognitive Academiy Language Proficiency
- school/academic language
- takes between 5-7 years to develop an intermediate level of competence (a whole lifetime)

Jim Cummins since 1979

Conceptual knowledge developed in one language helps to make input in the other language comprehensible.

Jim Cummins (2000)

Classroom instruction should encourage students to use their full linguistic repertoire in flexible and strategic ways as a tool for cognitive functioning and academic learning
(Jim Cummins 2007)

Children should be given the opportunity to share their full linguistic repertoire in flexible and strategic ways as a tool for cognitive functioning and (general) learning
(Ute Limacher-Riebold)

- Cook, Vivian and Li Wei (eds.), The Cambridge Handbook of Linguistic Multi-competence, CUP, 2016.
- Cummins, Jim, Rethinking monolingual instructional strategies in multilingual classrooms, *The Canadian Journal of Appplied Linguistics*, 2007, 10, 221-240.
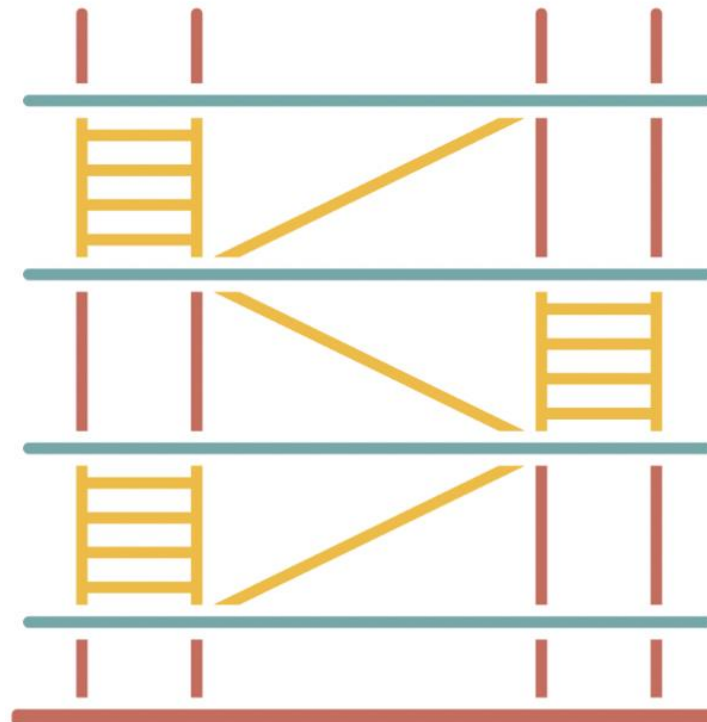- De Houwer, Annick, Bilingual Development in Childhood, Cambridge Elements, CUP, 2021.

Scaffolding

Charlemagne

Charles the Great
Carlo Magno
Karl der Große

$$\frac{3}{4}$$

numerator
denominator

numeratore
numérateur
Zähler

denominatore
dénominateur
Nenner

Charlemagne, Charles the Great (747-814) King of the Franks, Emperor of the West, in his coronation

THIRD CULTURE KIDS
Growing Up Among Worlds

Third Culture Model
David Pollock, Ruth van Reken

Home Cultures

First Cultures

Interstitial

Third Culture

Host Cultures

Second Cultures

Third Language Model
Ute Limacher-Riebold

Home Languages

First Languages

Interstitial

Third Languages

Host Languages

Second Laguages

Our children are

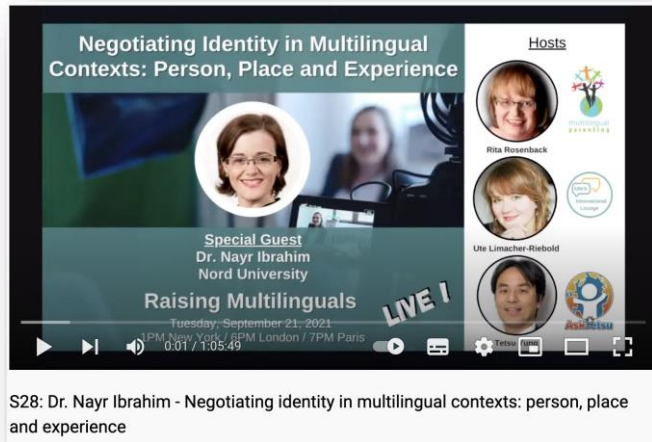**Not only... but also...**
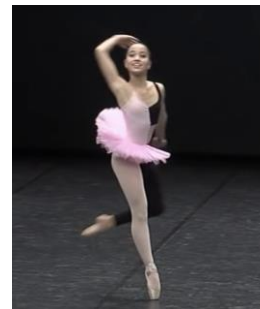
Annika Verplancke
Ballet and Hip Hop

Multilinguals and Identity

The tripartite framework of identity person – place – experience

Dr. Nayr Ibrahim

Raising Multilinguals Live

S28: Dr. Nayr Ibrahim - Negotiating identity in multilingual contexts: person, place and experience

Multi-competence multilinguals

Prof. Vivian Cook and Prof. Li Wei

S25: Prof. Li Wei - Multi-Competence in multilinguals

Bilinguals are like hurdlers

Prof. em. François Grosjean

Multilinguals are like triathlon/decathlon athletes, who are multi-competent in different disciplines (languages/cultures).
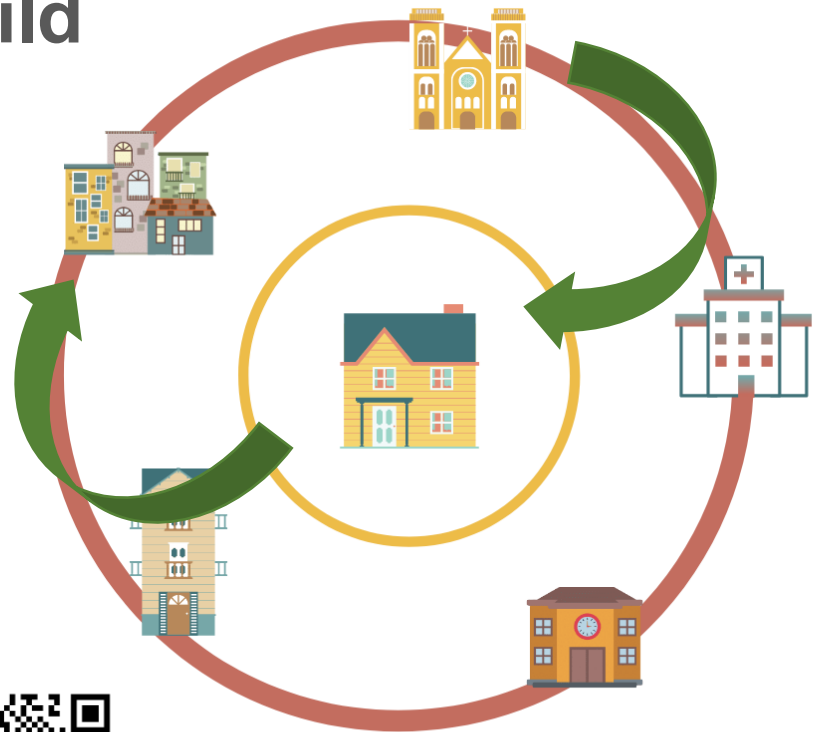
– Ute Limacher-Riebold

Damian Warner

We need a multilingual village

to raise a multilingual child

(adapted from an African saying)

– Ute Limacher-Riebold

Ute's International Lounge

Free Online Meetings on Multilingualism

with Ute

every last FRIDAY of the month 13-14 CET

zoom

Ute's International Lounge

🕐📅 TOPIC OF THE MONTH

Each month we focus on a specific topic, and share scientific findings and practical tips

25 March 2022
Mother tongue, dominant language, heritage language: what languages we speak in a multilingual family

29 April 2022
How to use TV and online resources for effective language learning

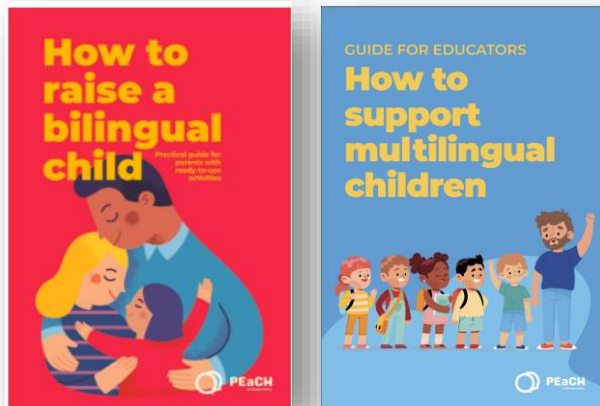**27 May 2022**
How to support our children's school language(s)

24 June 2022
How to deal with "non supportive" advice about raising children with multiple languages

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Ute's International Lounge

We should know what we are doing...

bilingualfamily.eu

Multilinguals are *not* multiple monolinguals in one,

but a combination of all their languages (and cultures) that are

always at their disposal.

Advantages of Multilinguals

- **Enhanced Communication Skills**
- **Hightened Linguistic Recognition**
- **Superior Executive Functioning**
- **Attuned to the surroundings**
- **Increased Career opportunities**
- **Skilled Multitaskers**
- **Multiple languages = multiple perspectives**
- **Increased ability to learn additional languages**

...

Prof. Ellen Bialystok, Prof. Arturo Hernandez, Dr. Susan Ervin-Tripp,
Prof. Panos Athanasopoulos etc.