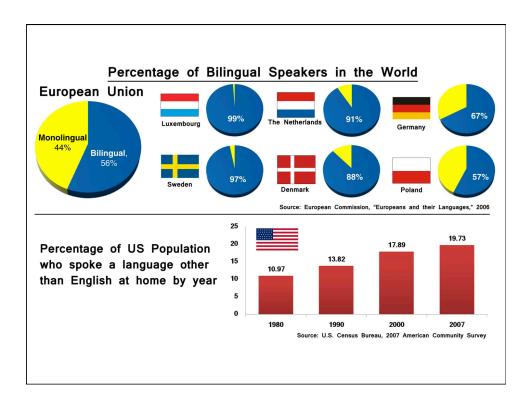
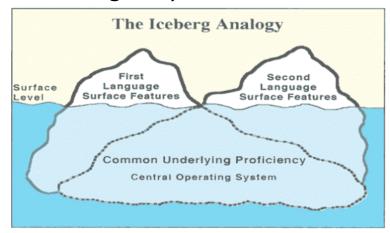


#### Overview

- What are the benefits of bilingualism for children?
- What predicts whether children will retain their heritage language?
- What happens when Chinese American children and parents communicate in the heritage language, English, or a combination of both?



### **Debunking Early Research**



#### **Old Myths:**

- Bilingualism is a disadvantage in learning
- 'Container' view of the brain: learning one language pushes out the other.

# BIG Benefits CRAY MATTER Why Bilinguals Are Smarter

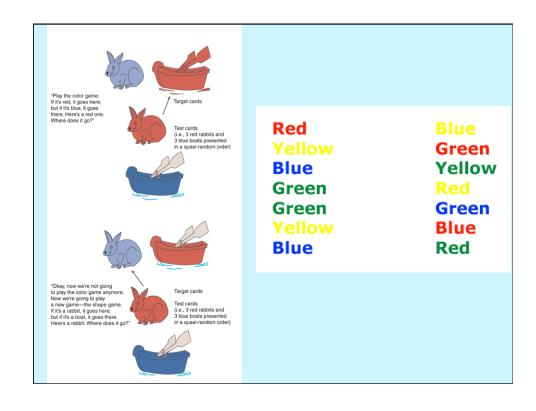


#### **Cognitive Boosts**

A brain workout – constant activation of dual language systems results in greater cognitive flexibility and executive control.

Seen in babies as young as 7 months old all the way through old age!!





2 3 4 5

Figure 3. Brain activations for each group in the comparison between switch and repeat trials.

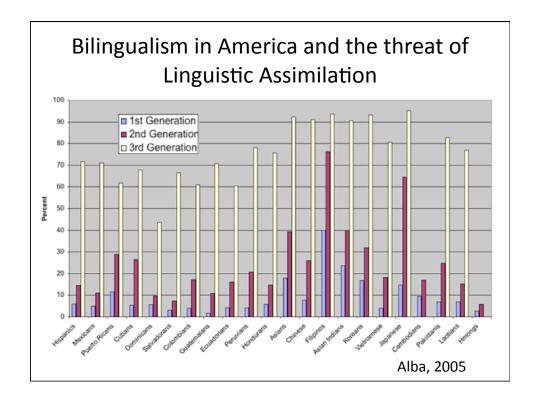
Rodríguez-Pujadas A, Sanjuán A, Ventura-Campos N, Román P, et al. (2013) Bilinguals Use Language-Control Brain Areas More Than Monolinguals to Perform Non-Linguistic Switching Tasks. PLoS ONE 8(9): e73028. doi:10.1371/journal.pone.0073028 http://www.plosone.org/article/info:doi/10.1371/journal.pone.0073028



#### Other benefits

- Bilingual competence is related to
  - -Higher academic achievement
  - -More positive ethnic identity
  - -Better emotional adjustment
  - -Higher family relationship quality
  - -Bicultural competence

Orellana, 2009; Kim & Chao, 2009; Lee, 2003; Phinney et al., 2001



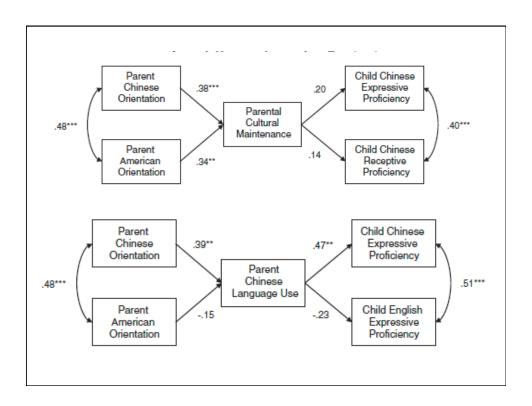
# Bilingualism through the Maintenance of Heritage Language

- What increases the likelihood of HL maintenance in immigrant families?
- What are the consequences of HL loss in immigrant families?

# Do Parent Characteristics predict whether young children maintain HL?

- 79 parents and their child (4-7 years old)
- 85% Mandarin speakers, 34% Cantonese speakers
- Parents report:
  - Chinese/American values and cultural practices
  - The extent to which they teach child cultural values/behaviors
  - Parents' language use with child
- Child's Chinese and English language proficiency assessed

Kim et al., 2012



### What parent behaviors predict whether young children maintain HL?

- 68 Chinese immigrant parents and their children
- Mean child age = 5.11 years
- Interviewed in the families' homes twice (1 year apart)
- Parents report on motivation to maintain their heritage culture
- Parental warmth & HL support were rated in parentchild interactions
- · Child's Chinese language proficiency was assessed

Park et al., 2012

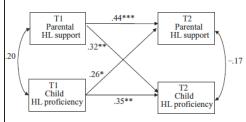


Table 3. Children's HL proficiency at T1 predicting parental HL support at T2  $\,$ 

Variables	В	SE	β	R <sup>2</sup>	$\Delta R^2$
Step I					
Gender	44	.33	18	.06	
Maternal education	02	.03	07		
Income	.04	.05	.11		
HL school attendance	.10	.30	.05		
Chinese language type	11	.38	04		
Step 2					
Gender	33	.32	14	.14	.08*
Maternal education	02	.03	11		
Income	.06	.06	.16		
HL school attendance	.18	.30	.09		
Chinese language type	.34	.43	.12		
T1 Chinese proficiency	.39	.18	.35*		

Note. Gender was coded as 0=girl, l=boy, HL school attendance was coded as 0= not attending HL school, l= attending HL school. Chinese language type was coded as 0= Mandarin, l= Cantonese.  $^*p<.05$ .

Table 2. Family climate at T1 predicting children's HL proficiency at T2

Variables	В	SE	β	R <sup>2</sup>	$\Delta R^2$
Step I					
Gender	.09	.28	.04		
Maternal education	004	.03	02	.11	
Income	.002	.04	.01		
HL school attendance	17	.23	10		
Chinese language type	73	.33	29*		
Step 2					
Gender	.23	.28	.11	.20	.09
Maternal education	.02	.03	.09		
Income	01	.04	03		
HL school attendance	20	.26	11		
Chinese language type	<del>46</del>	.36	18		
Warmth	08	.23	07		
Cultural maintenance	.48	.26	.32*		
Step 3					
Gender	.31	.27	.15	.30	.10*
Maternal education	.02	.03	.12		
Income	.00	.04	002		
HL school attendance	12	.26	07		
Chinese language type	59	.36	24		
Warmth	19	.24	17		
Cultural maintenance	.40	.22	.27		
HL support	.26	.10	.35*		

Notes. Gender was coded as 0= girl, I= boy. HL school attendance was coded as 0= not attending HL school, I= attending HL school. Chinese language type was coded as 0= Mandarin, I= Cantonese. \*9<.05.

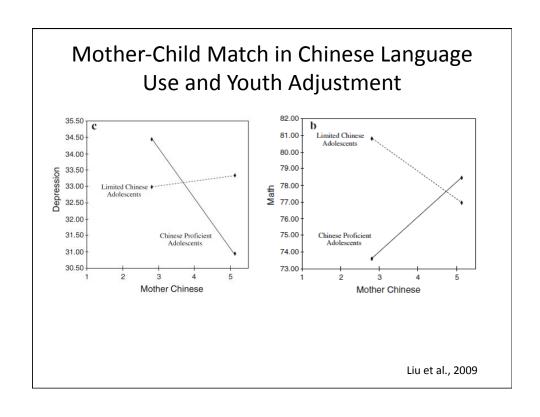
## Implications of Child HL Maintenance for Family Relationships

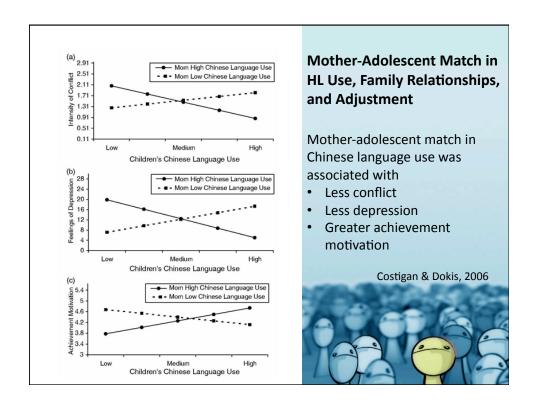
- Does it matter whether adolescents and their parents speak the same language?
- Does it matter whether adolescents and their parents speak in the heritage language or English?

### Mother-Child Match in Chinese Language Use and Youth Adjustment

- 444 Chinese American adolescents (mean age
   = 13.0 years) and their mothers
- Adolescents report:
  - Perceived Chinese & English language proficiency
  - Depressive symptoms
  - Academic achievement (GPA, Math & Reading Skills)
- Mothers
  - Perceived Chinese & English language proficiency

Liu et al., 2009





### **HL Use and Family Relationships**

- A large sample of 620 adolescents with East Asian, Filipino, and Latino American backgrounds
- Adolescents who mutually communicated in the native language with their parent had the closest relationships with their mothers.
- They were also the most likely to discuss their present and future concerns with both parents.

Tseng & Fuligni, 2000

#### Conclusion

- There are a lot of benefits associated with a bilingualism for children in immigrant families
- Parents' actual behavior matters much more than attitudes or values.
- What does HL support look like?
  - Speak Chinese with your child
  - Encourage your child to speak Chinese
  - Assist your child in translating English words/phrases into Chinese
  - Restate your child's English statements in Chinese
  - Praise your child when s/he uses Chinese

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