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Introducing a new language to your
child - it's never too late!

Dr Averil Grieve



GROUP
OF EIGHT
AUSTRALIA



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Warm up task

With the person next to you discuss your goals in bilingualism. Here are a few questions to help you start the conversation:

- What communicative situations do you want your child to be able to join?
- How well would you like your child to speak, read and write in the language?
- How many languages do you have in mind? Are they equally important?




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Types of bilingualism	
<p>Additive bilingualism</p> <ul style="list-style-type: none"> • A person acquires and maintains more than one language • Perception that L2/3 acquisition is beneficial to the language user • Use or mastery of one language does not reduce the learning of the other • Can be consecutive or simultaneous and can occur at any stage of life 	<p>Subtractive bilingualism</p> <ul style="list-style-type: none"> • A person learns one language to the detriment of another language • Perception that adding a language causes too much cognitive load • Mastery of the existing language decreases, while mastery of the other language increases • Is always consecutive and usually occurs during primary school years
<p>Put up your hand if you are interested in additive bilingualism for your child. Put up your hand if you are interested in subtractive bilingualism for your child.</p>	
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Types of additive bilingualism
<p>Early bilingualism</p> <ul style="list-style-type: none"> ▪ when language is learnt before the age of 6 or 7 ▪ two types (simultaneous, consecutive) ▪ outcome varies but parents typically aim for balanced bilingualism
<p>Late bilingualism</p> <ul style="list-style-type: none"> ▪ when language is learnt after the age of 6 or 7, including learning in adolescence or adulthood ▪ can only be consecutive (occurs after the acquisition of the first language) ▪ learners can use their experience of learning the first language to learn the second one ▪ outcome varies and can also result in balanced bilingualism
<p>Move to the left side of the room if you belong to the 'early bilingualism' group. Move to the right side of the room if you belong to the 'late bilingualism' group.</p>

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Types of bilingual outcomes (and goals)

- **Balanced bilingualism** - skills in all languages match those of a native speaker of the same age.
- **Unbalanced bilingualism** - skills in one language stronger than other
- **Passive bilingualism** - skills in understanding without being able to speak it



Who aims for their child to be a balanced bilingual, an imbalanced bilingual or a passive bilingual speaker of the language?

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Changing goal posts = changes in strategies

- Your child may move between different types and outcomes of bilingualism due to changes in their life course (e.g. school, age, interests, friendship groups, identity)
- You will need to adapt your language strategies to maintain sight of your goal
- Key is to notice and avoid signs of subtractive bilingualism



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Which strategies work best?

Discuss the strategies you have used to ensure your bilingualism goals are reached. Which have been the most effective so far? Why / why not.

Key principles are does the strategy help the learner:

- Build a positive identity in the language?
- Become or remain intrinsically motivated?
- Feel safe to try out new ideas about the language?

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Strategies are all forms of 'input'

INPUT

The visual, oral & written language to which the learner is exposed via various sources.

INTERACTION

FEEDBACK

OUTPUT

What the learner thinks the patterns of the language are based on the input they have received.

Educator's/Carer's language choices	Negotiation of meaning btw learner educator/carers	Learner's language choices
Learner's language choices	Negotiation of meaning between learners	Learner's language choices

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Key features of quality input

- Is considered as a means of communication (not just formal teaching) and relationship building.
- Is age-appropriate, e.g. topics that are relevant to the learner's interests or daily activities.
- Is lexically and grammatically complex and varied ('rich input')
- Includes natural repetition, restatement and synonyms
- Can be 'recycled' in a number of different interactions
- Does not include translating or mixing English with the target language.



Switching between languages (code-switching)

- If possible, use code switches only when they are absolutely necessary, e.g. child is hurt or feels unsafe.
- Provide reasons for a switch, e.g. "Ok, so we'll say this in English because ... and then move back to German."
- Make sure you indicate that using the additional language something safe, special and fun to learn.



Key output concepts

- Motivated learners have an innate desire to discover patterns in language.
- **Responding** can be a type of output.
- Learners typically understand more than can produce and will need time to respond.
- Learners will initially answer in English and then code switch and code mix.
- Learners will only use words if they need them
- Anxiety will negatively impact output.



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Output as feedback to the educator / carer

Learner responses can include ...

- Disengagement and disinterest
- Engagement, watching and listening – no interaction
- Physical response such as nodding or action (doing)
- Beginning of verbal or signed response
- Signed/Verbal reactions in a strongly routinised context
- Single sign/word responses
- Use of fixed phrases
- Initiation of interaction
- Beginnings of grammar
- Production of simple sentences
- Production of extended discourse

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Learner output and supportive educator/carer feedback		
	Learner	Educator/Carer
Code-switch	<p>Look at that! Schmetterling!</p> <p>Look at that! A butterfly!</p>	<p>Ach ja, ein Schmetterling. Und schau, eine Blume!</p> <p>Oh, yes, a butterfly! And look at that - a flower!</p>
Code-mix	<p>Wir pretenden dass es ein Baby ist.</p> <p>We're pretending that this is a baby.</p>	<p>Ach das ist ein Baby? Wie heist das Baby?</p> <p>Oh, it's a baby. What is its name?</p>
Negotiation of meaning	<p>Mit so einem Metallding.</p> <p>With a metal thingy-ma-jig.</p> <p>Mit so einem Metallding ... und dann geht's runter.</p> <p>With a metal thing so that you can take it off.</p>	<p>Mit was?</p> <p>With what?</p> <p>Ach so, mit einem Imbus-schlüssel?</p> <p>Oh, ok, with an Allen key?</p>

Some things to think about ...
<ul style="list-style-type: none"> ▪ Discuss/think about your strategies in terms of the quality of input they provide your child and whether they will help you achieve your long term goals, e.g. <ul style="list-style-type: none"> – Is the input age appropriate? – Is it linked to their interests and motivations to communicate? – Is it interactional and lexically rich? – Does it have an inbuilt 'feedback' mechanism? – What sorts of outputs does it elicit? – Does it provide a safe space to learn? – ...

Any questions?



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An event near you ...

A poster for a Christmas market. The title "Weihnachtsmarkt Christmas Market" is written in a decorative, cursive font. Below it, the date and time "FRIDAY 29 NOVEMBER 2019 5pm - 9pm" are listed. The central image shows a large, colorful display of gingerbread houses and figures. At the bottom, there is a list of activities: "Gluhwein, Gingerbread Houses, German Beer & Food, Jumping Castle, Jewellery, Kid's Activities, Face Painting, Handmade Goods, Live Music, Carol Singing". A small note at the bottom says "Moving Towards A Waste Free Market". Contact information for the German Lutheran Trinity Church is provided at the bottom left.

A poster for a flea market. The title "Kids And Women's - FLEAMARKET 2019" is at the top. Below it is a colorful illustration of children and adults playing. The text "Macht doch mit!!!" is written in a playful font. The date and time "Saturday, 16 November 2019, 2 bis 4:30 pm" are listed. The items for sale are "Books, Games, Kids Clothes, Women's clothes and other items". The location is "German Lutheran Trinity Church, 22 Parliament Place East Melbourne 3002". Registration details are provided at the bottom: "Register @ Grit Dielmann (grit@dielmann-online.de) RSVP 31 October 2019". Stallholder fees are also listed: "Set up from 1pm, Stallholder fee per table 10 \$, Clothes rack 5 \$, cake or similar".



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Thank you!