

Teaching a novel word: Bilingual parent-child dyads' novel word and gesture use

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INTRODUCTION

- Parents may use a variety of strategies to teach their children new words, such as naming new objects or pointing to word-referent pairings (Tan & Schafer, 2005; Yow & Markman, 2011).
- Bilingual parents may also adjust their language choice.
- We examine how bilingual Spanish-English parents teach their children novel words focusing on parent behaviors in a semi-naturalistic parent-mediated word learning activity.

RESEARCH QUESTIONS

- How do parents modulate their language use, pointing, and labeling in parent-mediated word learning interactions?
- Do parents modulate their language use, pointing, and/or labeling depending on their own language dominance, the language dominance of their child, and/or their child's language ability?

PARTICIPANTS

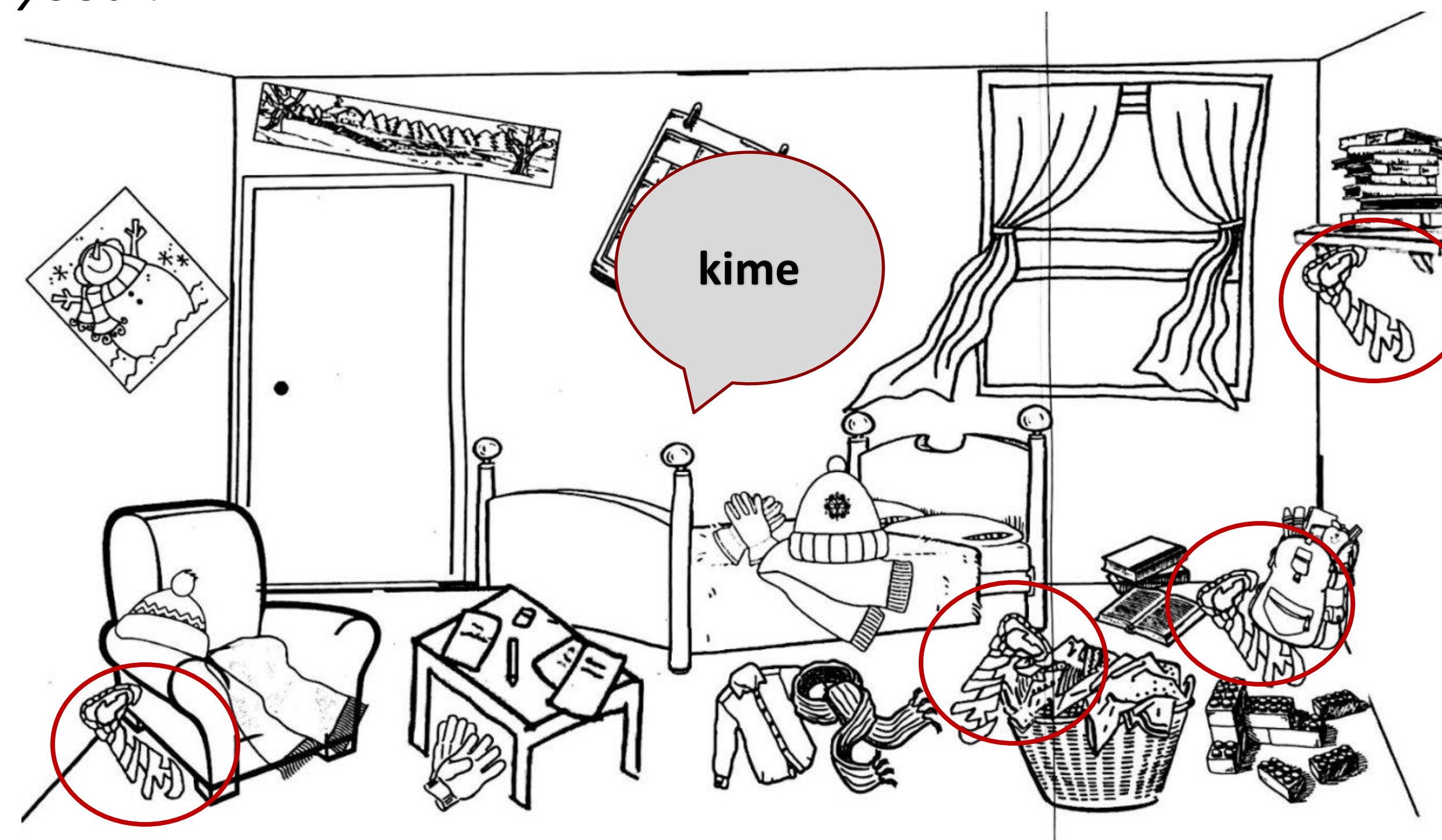
Children	
	Mean(SD)
Sample size (count)	42, DLD=3*
Gender	-
Female	24 (57.1%)
Male	18 (42.9%)
Age (months)	5.19 (0.577)
Nonverbal IQ ¹	103 (11.5)
Language Composite ²	104 (10.6)
English Morphosyntax ²	98.3(14.6)
Spanish Morphosyntax ²	82.3(14.2)
First exposure to Spanish (months)	5.51(13.6)
First exposure to English (months)	8.10(14.1)
Total Input % English ³	0.463 (0.179)
Language Dominance ⁴ (count)	English 25, Spanish 17

¹ Bilingual English Spanish Assessment (BESA; Peña et al., 2018)
² Kaufman Brief Intelligence Test, Second Edition (KBIT-2; Kaufman & Kaufman, 2004)
³ Bilingual Input-Output Survey (BESA; Peña et al., 2018)
⁴ Determined through a five-factor scheme considering proportion input, proportion output, language-specific morphosyntax, language-specific semantics, and parent-report
 *3 children would qualify for diagnosis of Developmental Language Disorder, based on a BESA composite score below 85

Parents	
	Mean(SD)
Sample size (count)	42
Gender	-
Female	24
Male	18
Age (years)	35.2(5.4)
Caregivers' total years of education	14.8(4.80)
Self-reported dominance (count)	English 16, Spanish 26
Self-reported Spanish speaking proficiency	7.93(2.81)
Self-reported English speaking proficiency	6.86(3.38)

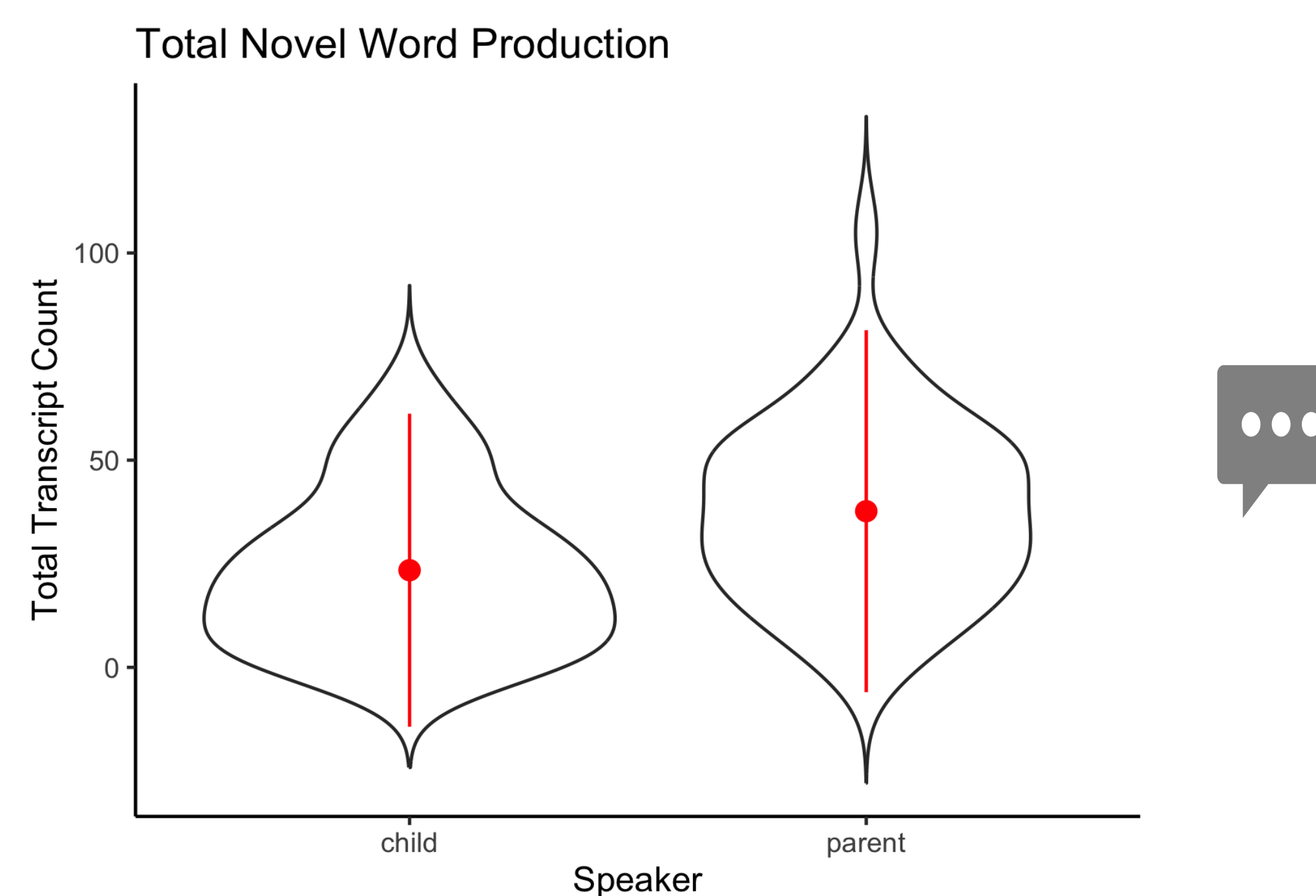
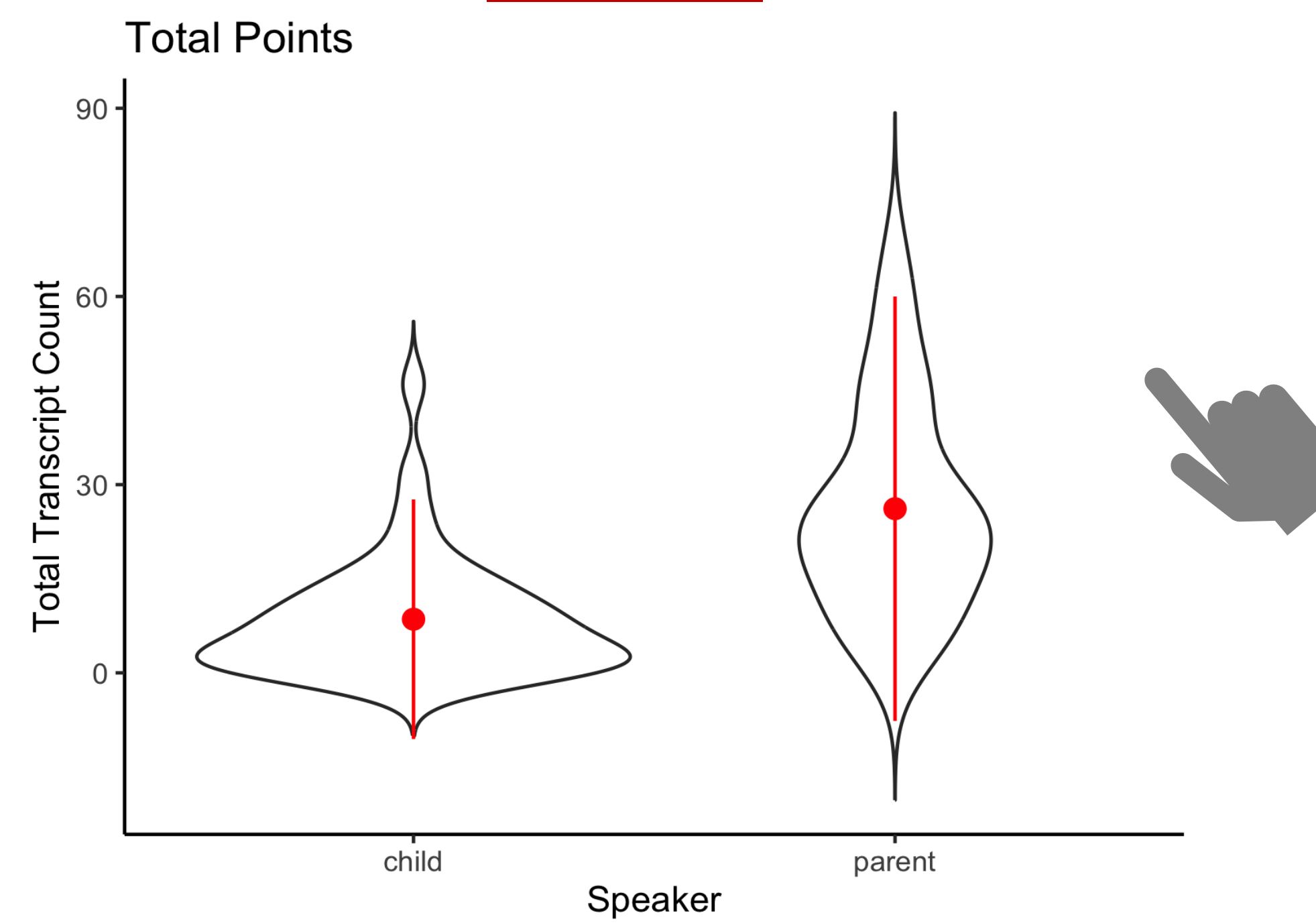
METHODS

- Bilingual parent-child dyads participated in a ten-minute parent-mediated word learning activity. Parents were instructed to teach their child three English-like novel words, "geed", "kime", "yoot".

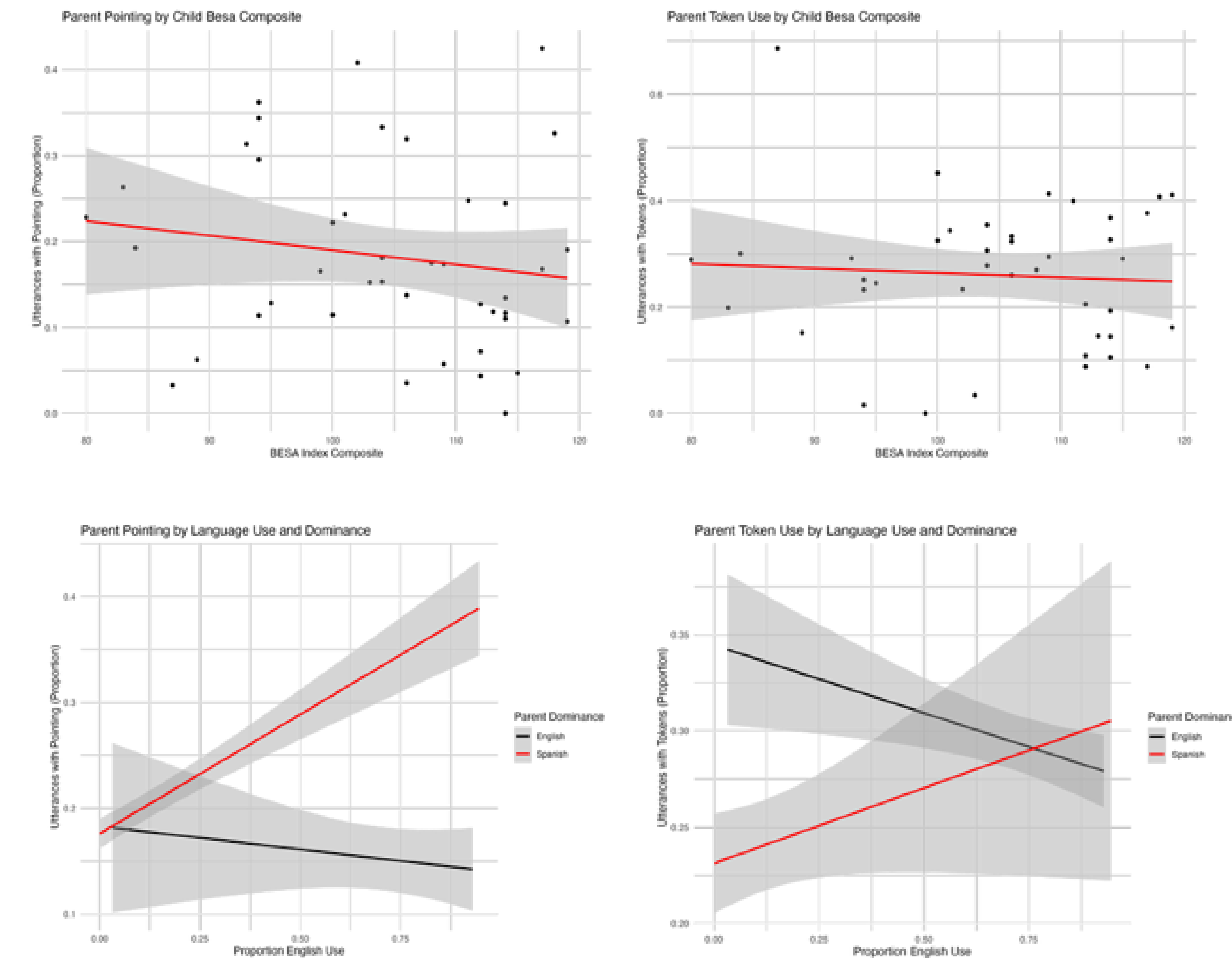


- SALT transcripts were coded for;
 - Language: Spanish, English, codeswitched, neutral
 - Novel Word: Present-Absent
 - Pointing: Present-Absent

RESULTS



ANALYSES



- We regressed parent pointing and parent token use on children's language ability and the interaction between parent language dominance and proportion of English (vs. Spanish) used within the interaction.
- The interaction between parent dominance and proportion of parent English use significantly predicted parent pointing ($p = 0.01$).
- The interaction between parent dominance and proportion of parent English use did not significantly predict parent token use ($p = 0.27$).

SUMMARY & DISCUSSION

- Parent dominance and proportion of English use predicted parent's use of pointing when teaching their children novel English-like words.
- Spanish-dominant parents pointed more when they used more English.
- Future analyses will focus on examining these predictors at the trial level to gain a more complete understanding of their effects.
- When paired with language learning outcome measures, this information may be useful in identifying effective word learning strategies for bilingual children.

ACKNOWLEDGEMENTS

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