

Here follow two tables Annick De Houwer made at the end of 2018 in preparation of:

De Houwer, A. (2020). Harmonious Bilingualism: Well-being for families in bilingual settings. In S. Eisenclas & A. Schalley (Eds.), *Handbook of home language maintenance and development* (pp. 63-83). Berlin, Germany: Mouton de Gruyter.

However, because of space reasons these tables were never included. Yet these tables may be helpful to other scholars. Here they are.

Hope you find them useful!

The sources are listed below each table.

Table 1. Studies focusing (amongst others) on the relation between children's skills in two languages and subjective well-being (SWB) (arranged according to mean ages)

Study	Child mean ages <i>N</i> *	Languages (country)	SWB-related measure(s)	Language measure(s)
Chang et al. 2007	4.5 & 5 (longitudinal) 345	Spanish & English (USA)	Multiple observer- & teacher-rated behavioral & social measures	Several standardized tests in both languages
Winsler et al. 2014	4.5 & 5.5 (longitudinal) 2,059	Spanish & English (USA)	Parent & teacher ratings on the Devereux Early Childhood Assessment	Teacher reports; Learning Accomplishment Profile-Diagnostic in children's strongest language; English oral proficiency test for children who spoke English
Oades-Sese et al. 2011	5 & 7 (longitudinal) 207/90	Spanish & English (USA)	Multiple teacher-rated behavioral & social measures (age 5 only)	Woodcock Language Proficiency Battery Revised (in both languages at age 5; in English 2 years later)

Whiteside et al. 2017	5 & 7 (longitudinal) 728	English & 64 other languages (United Kingdom)	Teacher-rated Strengths and Difficulties Questionnaire (SDQ)	Teacher-rated Children's Communication Checklist-S
von Grünigen et al. 2012	6 & 6.5 (longitudinal) 203	(Swiss) German & other unspecified languages (Switzerland)	Teacher ratings of child victimization and pro-social behavior; children's peer nominations	Teachers rated children's German speaking levels
Goldfeld et al. 2014	6 44,018	English & other unspecified languages (Australia)	Multiple teacher-rated behavioral and social measures	Multiple teacher-rated global language related measures (focus only on English)
Collins et al. 2011	6 228	Spanish & English (USA)	Teacher-rated behavior and emotional scale	Woodcock Language Proficiency Battery Revised in both languages
Han 2010	Kindergarten through 5th grade (longitudinal) 2,888	Presumably Spanish (children were of Latin American origin) & English (USA)	Teacher ratings on the Social Rating Scale	Child-parent language use patterns in Kindergarten & an English test at school entry
Han & Huang 2010	Kindergarten through 5th grade	Asian origin children attending English-speaking schools (USA)	Teacher ratings of externalizing & internalizing behaviors	Child-parent language use patterns in Kindergarten & an English test at school entry

	(longitudinal) 1,350			
Van Der Wildt et al. 2017	4th graders 1,761	Dutch as school language & other unspecified languages (Belgium)	Self-rated 10-item scale referring to level of school belonging	Self-report of how well students spoke each of their languages
Tseng & Fuligni 2000	6th, 8th, and 10th graders 626	English as school language & unspecified "native" languages (USA)	Students filled in several scales measuring their relationship with their mothers & fathers	Students indicated which language they usually spoke with their parents & which language their parents usually spoke with them
Boutakidis et al. 2011	9th graders 611	Chinese & Korean origin teens attending English-speaking schools (USA)	Students filled in several scales measuring their relationship with their mothers & fathers	Self-report of how well students knew each of their languages; students also reported on their parents' language proficiencies
Oh & Fuligni 2010	9th graders 414	English as school language & unspecified "heritage" languages (USA)	Students filled in several scales measuring their relationship with their mothers & fathers (the same scales as in Tseng & Fuligni 2000)	Self-report of HL language proficiency & of what language(s) was/were used in teen-parent communication, & in what contexts
Vedder 2005	15 256	Turkish & Suriname origin teens attending Dutch-speaking schools (the Netherlands)	Students filled in several scales measuring psychological adaptation & psychological problems	Self-report of how well students understood, spoke, read & wrote each of their languages

* ages were rounded to the nearest half year; Ns refer only to children likely in contact with two languages

References Table 1.

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Table 2. Studies focusing (amongst others) on parents and their children in a bilingual environment and subjective well-being (SWB)

Study	Participants	Languages (country)	Language measure(s)	SWB-related measure(s)
Costigan & Dokis 2006	89 fathers, 91 mothers & 91 12-year-olds in the same family	Chinese & English (Canada)	Self-reports on use of both languages	Teens only: Self-rated Issues Checklist to measure intensity of conflict between parents & children; self-rated CES-D *
Liu et al. 2009	444 13-year-olds & their mothers	Chinese & English (USA)	Self-reports on how well teens & their mothers spoke & understood each language	Teens only: Self-rated CES-D *
Weaver & Kim 2008	451 teens (13 years at Wave1, 17 years at Wave2) & their mothers & fathers	Chinese & English (USA)	Self-reports at Wave1 on how well teens & their parents knew each language	Teens only: Wave1: instrument to measure supportive parenting; Waves 1 & 2: self-rated CES-D *

* CES-D = Center for Epidemiological Studies Depression Scale

References Table 2.

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