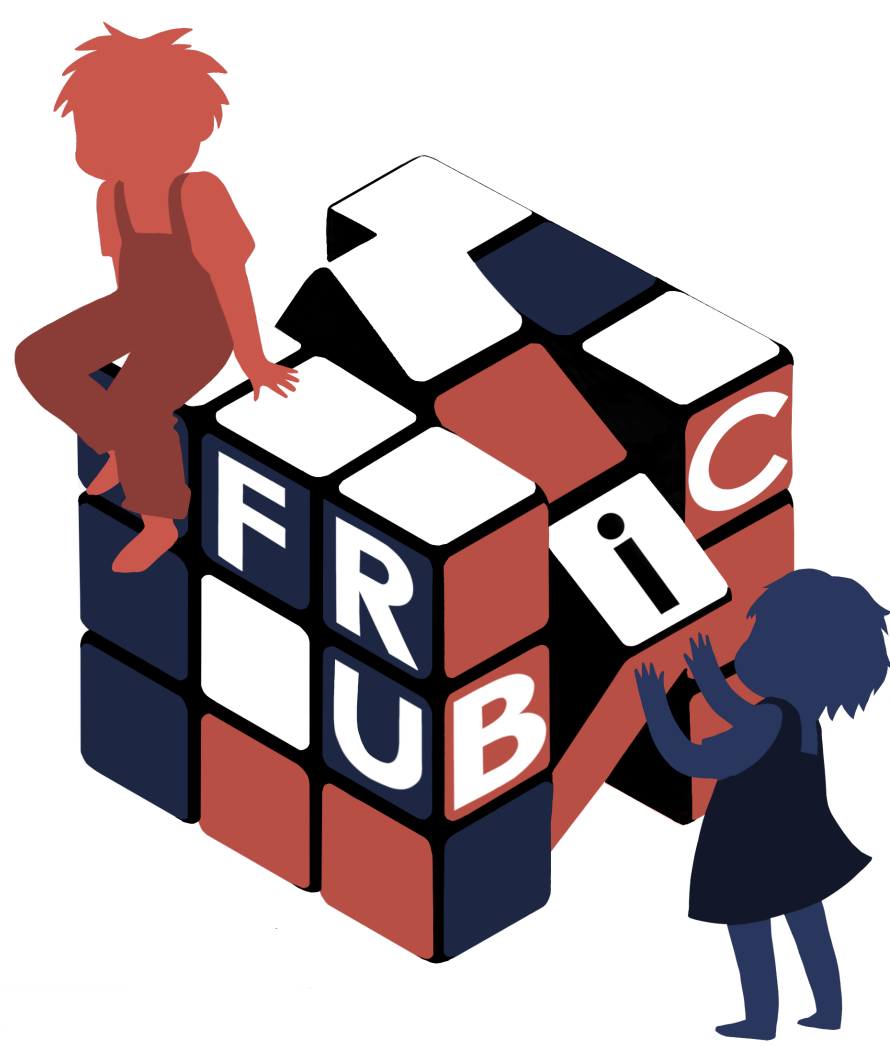


Family attitudes and well-being in bilingual development in Russian-French children

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Research context

- French-Russian BFLA children in France
- Parental attitudes and impact belief (De Houwer, 2009)
- Subjective well-being via social-emotional skills (Sun et al, 2018; Sun, 2019)
- Harmonious Bilingualism (De Houwer, 2020)



Research Question

Which aspects of family bilingual experience are correlated to children's social-emotional and behavioral skills?

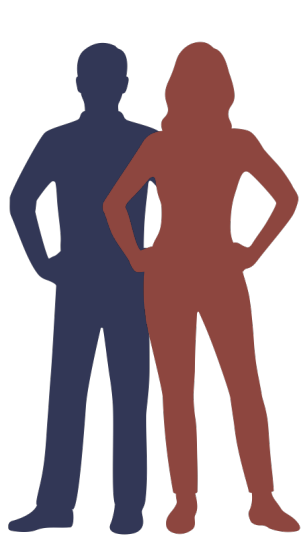
Bilingual family experience is operationalized in the current study as parental attitudes and expectations disagreement on the one hand, and children's feelings about bilingualism, their language preferences and self-estimated proficiency, on the other. Other individual difference factors (gender, mother's and father's educational level,...) were also controlled.

Materials & Methods

- Data collected in 2020-2021 during the Covid-19 health crisis
- 41 at home, 5 hybride (at home/Zoom), 2 Zoom only
- 35 mixed couples (34 Rus-speaking mothers)
- + 11 russian-speaking families

FRENCH-RUSSIAN BILINGUAL CHILDREN FRuBiC CORPORA
(in progress) BFLA (N=37), ESLA (N=11), total (N=48)

BFLA participants



Parents

n=70; Mot-Age = 37 (M, SD 2,7; range 32-42); Fat-Age = 43 (M, SD 8,5; range 33-69); Mot-Education = 5,9 (M, SD 0,99); Fat-Education = 4,5 (M, SD 1,76), range 0-7.

Ls attitudes, beliefs, use, feelings about bilingualism at home (parental & child)

- Online questionnaire "Attitudes, beliefs, Ls use, feeling & bilingual situations" (De Houwer, 2017; 2018)

Children social-emotional skills

- SDQ questionnaire (Goodman, 1997)

Input (Mothers only)

- Activity Journal (De Houwer, 2002)
- Michka (Rus-Parent) (Tiulkova, 2017)



Children

n=37; Age (M=5;06 SD 0,34; ♀=22; ♂=15; all born in France exept 2, arrival in France at age of 0;2 - 3;8.

Ls proficiency & fluency

- 2 Ls sessions (1st Rus, 2nd Fr, ≈6 days), story-(re)telling tasks:
- 4 MAIN stories (Gagarina et al., 2019)
- + Michka (Tiulkova, 2017)

Ls attitudes, use & feelings about bilingualism at home

- Bilingualism Interview (≈50 min)
- Language Portrait (Fig. 1),
- Amour Indicator (Fig. 2),
- Competences on a ladder (Fig. 3)
- + discussion (TALES@home, 2016)

Preliminary results & Discussion

- **Social-emotional and behavioral skills (SDQ)**

2 scores for mothers' and fathers' responses:

- **Total Difficulties score** ("Difficulty") (range 0-40);
- **Prosocial skills score** ("Prosocial") (range 0-10).
- **Family bilingual experiences**
- **Total Parental Bilingualism Disagreement** score from 14 responses from both parents about their attitudes and beliefs towards bilingualism, bilingual education, language transmission (range 0-64).
- **Children's feelings about bilingualism**
- 3 scores for children's "love" for both of their Ls – **Amour-Ru** and **Amour-Fr** and the difference between these measures (**Amour Disparity score**, range 0-8).
- 3 scores for "Competences on a ladder": **Russian** & **French Competences**, and **Competences Disparity** (range 0-6). (+ 1 pt for successful story telling in Russian)

The correlations are shown in **Table 1**.

- Russian proficiency is closely related to children's affection for Russian and Amour Disparity.
- The socio-emotional skills are correlated to behavioral skills, Amour Disparity, Parental Bilingualism Disagreement, Father's Education Level and Gender.
- The behavioral skills are significantly correlated to Gender and Parental Bilingualism Disagreement.

Table 1. Pearson correlations of the predictors.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1. Amour.Ru											
2. Amour.Disparity	-0.73**										
3. Difficulty	-0.33*	0.47*									
4. Prosocial	0.37*	-0.46*	-0.69**								
5. Mot.Education	0.41*	-0.18	-0.12	0.05							
6. Fat.Education	0.24	0.02	-0.32*	0.15	0.41*						
7. Competence.Ru	0.62**	-0.55**	-0.30	0.13	0.24	0.14					
8. Competence.Fr	0.14	0.04	0.05	-0.15	0.01	0.06	0.05				
9. Competences.Disparity	-0.68**	0.55**	0.33*	-0.13	-0.29	-0.24	-0.94**	-0.20			
10. Russian.Speaking.Task	0.26	-0.26	-0.32*	-0.01	0.13	0.18	0.67**	-0.12	-0.65**		
11. Gender	-0.24	0.26	0.41*	-0.56**	-0.04	-0.06	-0.09	-0.13	0.13	0.00	
12. Parental.Bilingualism.Disagreement	-0.32	0.46*	0.34*	-0.32*	-0.31	-0.15	-0.40*	-0.06	0.35*	-0.21	0.26

Note:
*p-value < 0.05, **p-value < 0.0005.

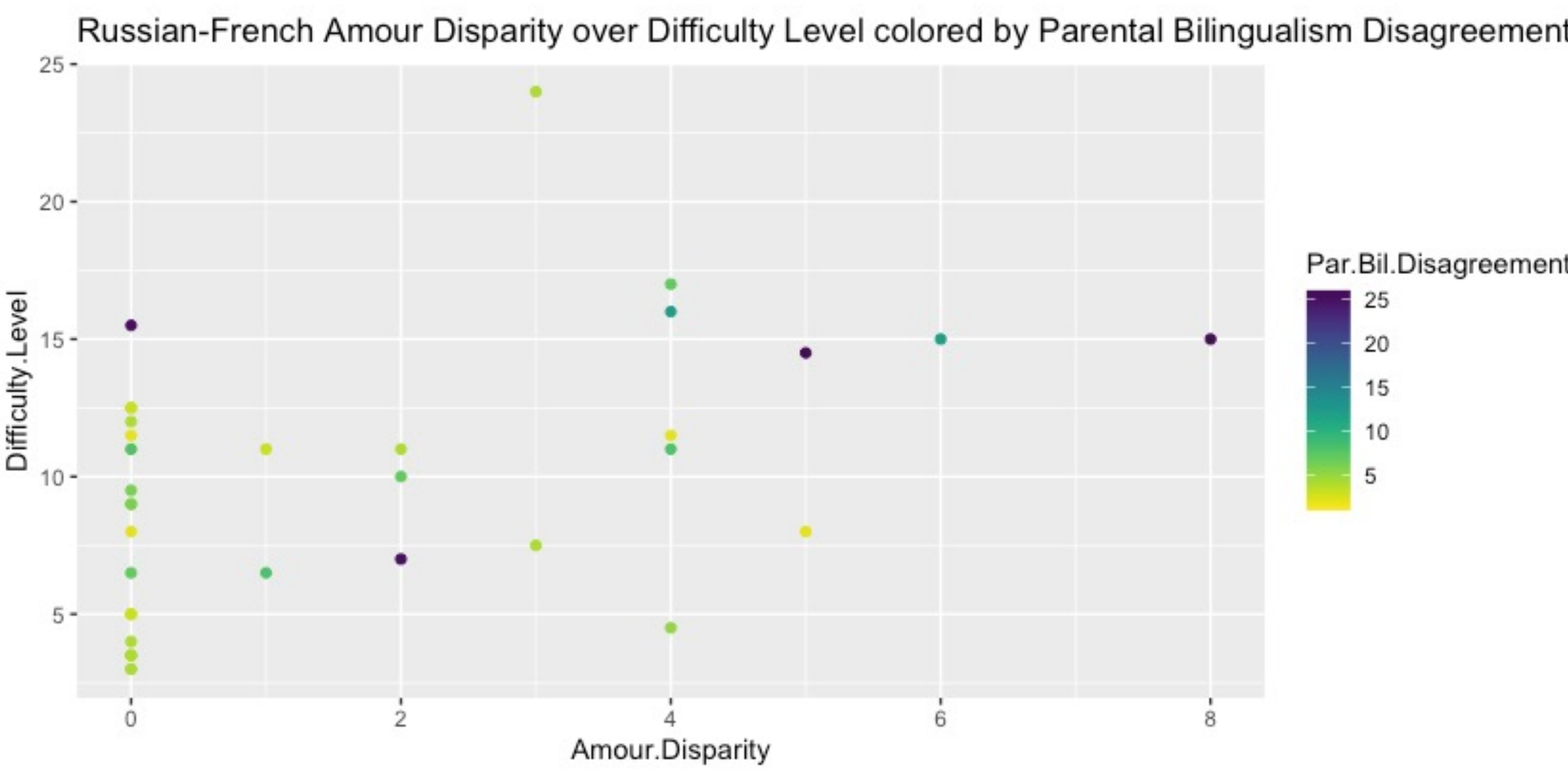


Fig 4. Difficulty Level, Amour Disparity, Parental Disagreement

Conclusion & further research

Preliminary results demonstrate that the well-being of bilingual children is significantly related to internal factors such as their feelings of their own bilingualism as well as external factors: parental disagreement about bilingual education and language transmission (Fig.4). However, the results are limited because 4 fathers did not respond to the survey and other individual factors should also be considered. Further studies will be conducted on bilingual input quantity and quality, output quantity, especially fluency measures.

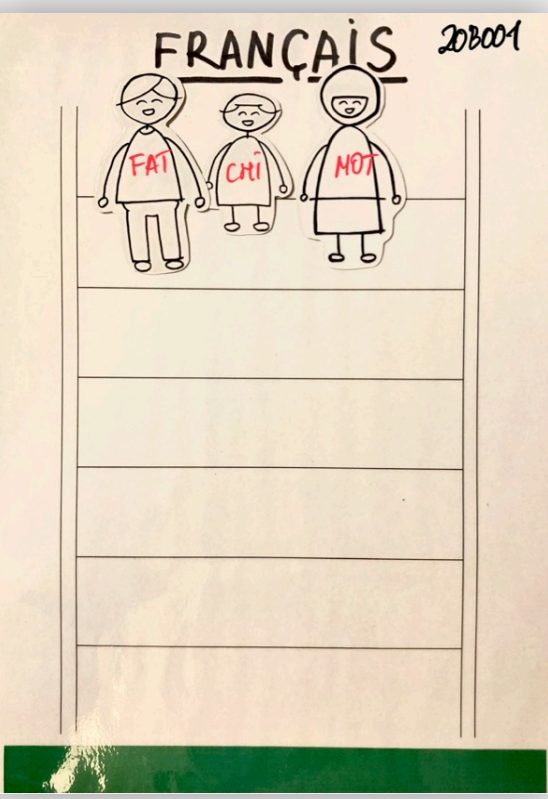
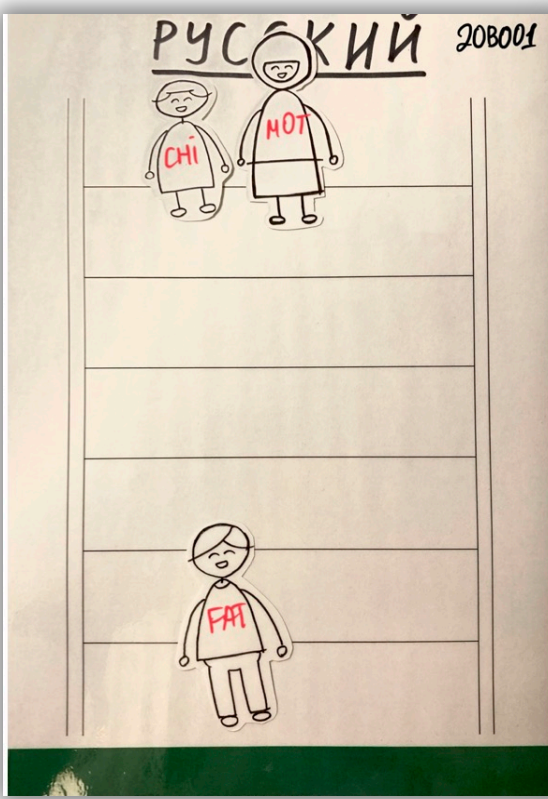
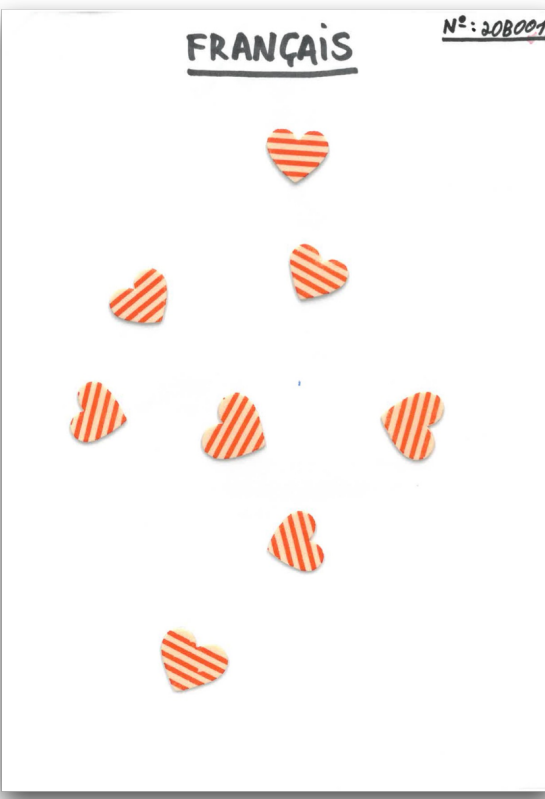
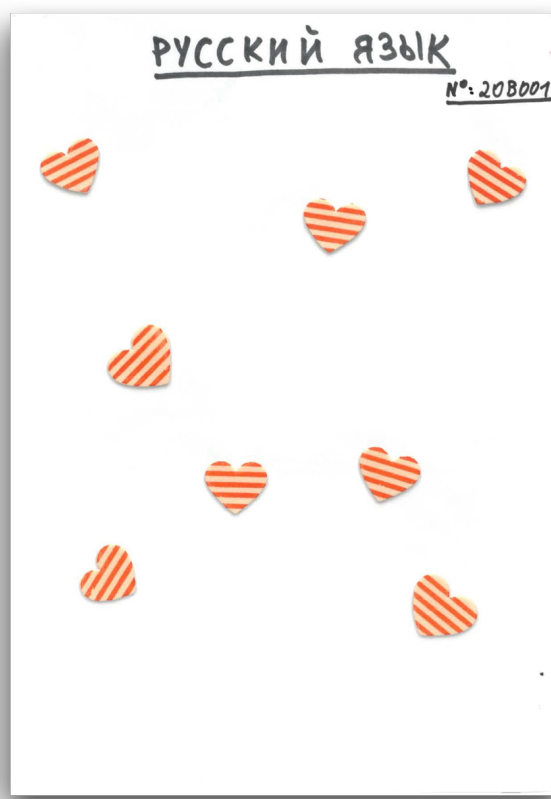
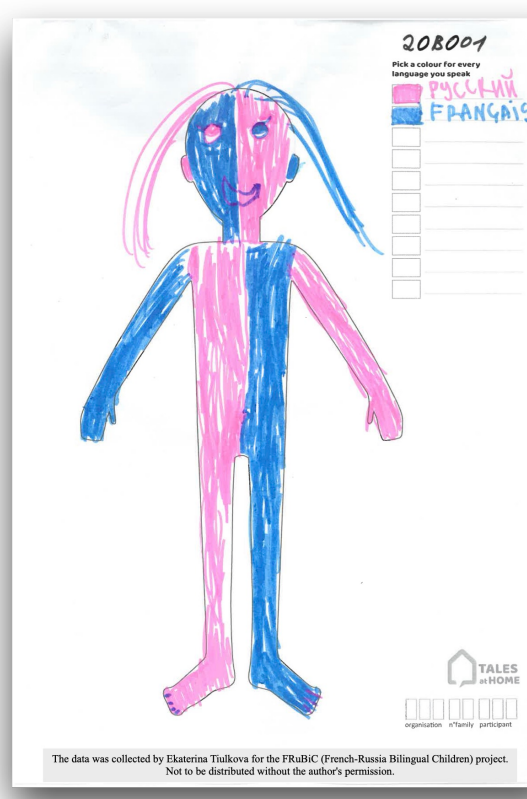


Fig 1. Language Portrait

Fig 2. Language "Amour" Indicator

Fig 3. Language proficiency scale



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