

## Understanding the lives of multilingual children from their perspectives:

### A mixed methods study.

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Being multilingual has rarely been studied from the perspectives of multilingual children themselves. McLeod et al. (2015) state that children's standpoints, explanations, and every-day concerns are key in quality research involving children. Our understandings of multilingual children's lives are fragmented if we do not explore and listen to their perspectives in research and allow those perspective to inform holistic speech and language therapy and education (McCormack et al., 2021). Previous research has shown that children are able to present their views through drawings (McCormack et al., 2021; Soares et al., 2020; Brown et al., 2020). Using a mixed-methods approach, this study explores the perspectives of 24 children (aged 7;0-12;9) who are growing up in Ireland with two or more languages. Data consists of:

- 4 drawings per child about (1) talking at home, 2) talking at school, 3) talking with family, and 4) doing an activity they enjoy
- Speech Participation and Activity Assessment of Children (SPAA-C, McLeod, 2004) Faces Task where children self-report on their feelings about being multilingual
- An interview with each child focusing on explaining the pictures
- A background questionnaire regarding the children's linguistic repertoires

The project involves detailed analyses of the drawings and the children's talk about their drawings.

**Quantitative measures.** The children's drawings will be scored as follows:

(1) *Developmental analysis* (de Lemos & Doig, 1999 *Who Am I?*) to determine the developmental levels of the drawings using a 0–4-point coding system

(2) *Psychological analysis* through Holliday's (2008) adaptation of Fury's (1996) Relationship Analysis comprised of 4 dimensions and a 3-point coding scale

(3) *Focal point analysis* (McCormack, et al., 2021) profiling 6 features of each drawing

(4) *SPAA-C* (McLeod, 2004) calculating means and standard deviations for children's responses to the Faces Task.

**Qualitative Analysis.** Transcripts of the children's talk about their drawings will be analysed using a thematic analysis (Braun & Clark, 2022). The six steps involved are as follows: 1) familiarisation with the data set, 2) Coding, 3) Generating initial themes, 4) Developing and reviewing themes, 5) Refining, defining, and naming themes and 6) Writing up.