

Dual Language Input from Adults and Older Children in Two Communities

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INTRODUCTION

- The characteristics of language input vary as a function of the 1) Speaker (adults vs. children) and 2) Speech Register (child-directed vs. adult-directed speech) (Soderstrom, 2007)
- Different types of speech may play different roles in language development
- Limited research on how **dual language learners** experience each language in relation to speech register and speaker type, and how this varies across cultural and linguistic communities.

RESEARCH QUESTION

How is dual language input distributed across speakers and speech registers for infants in two sociocultural contexts?

We predict exposure to each language will vary by 1) **speaker type**, 2) **speech register/addressee**; and 3) the **sociocultural context**.

U.S. dataset

(Weisleder & Mendelsohn)

- Spanish-speaking Latine immigrant families
- $N = 7$
- Ages: 6 - 12 months

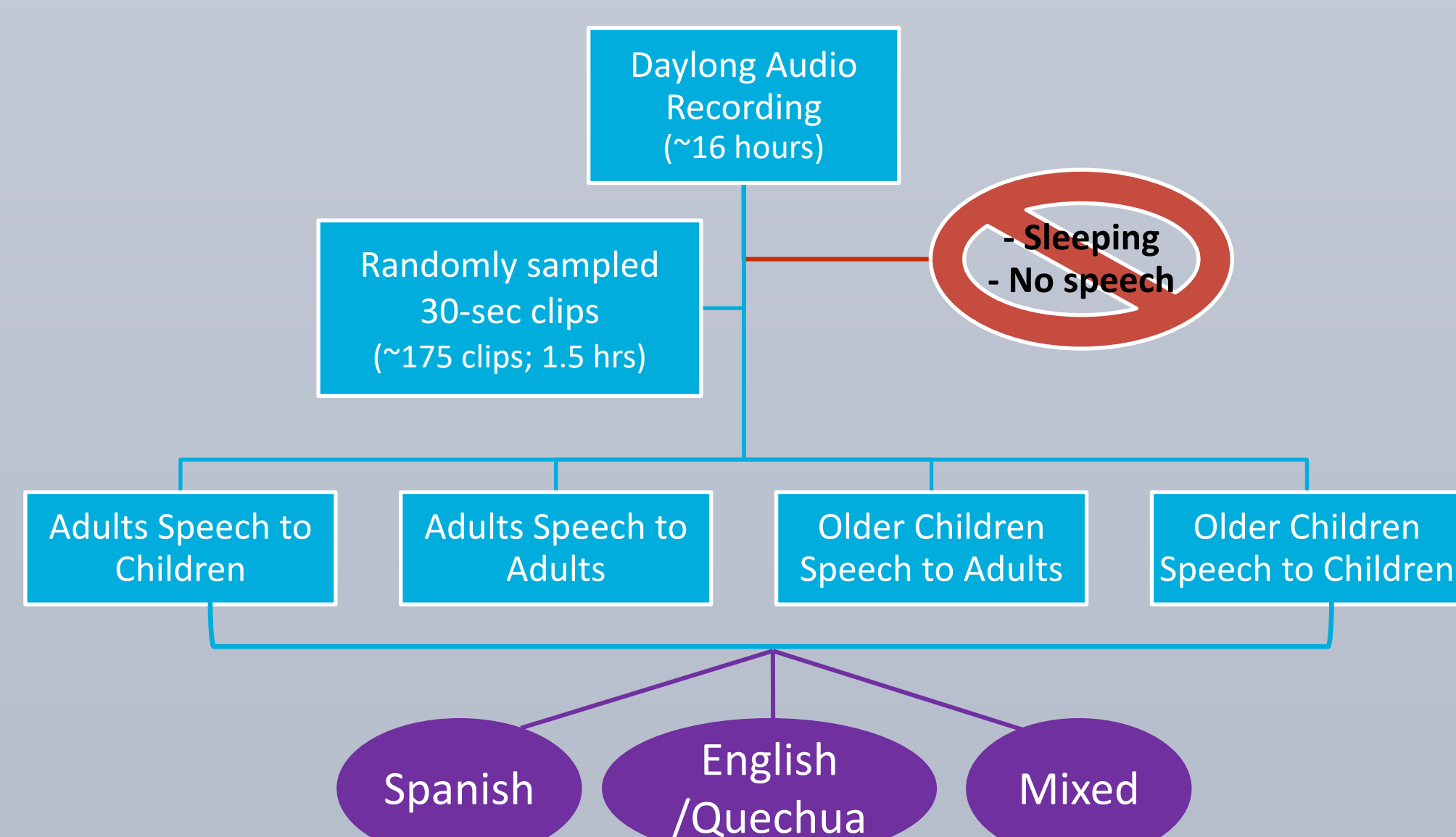
Bolivia dataset

(Cychosz, 2020)

- Quechua community in southern Bolivia
- $N = 5$
- Ages: 6 - 12 months

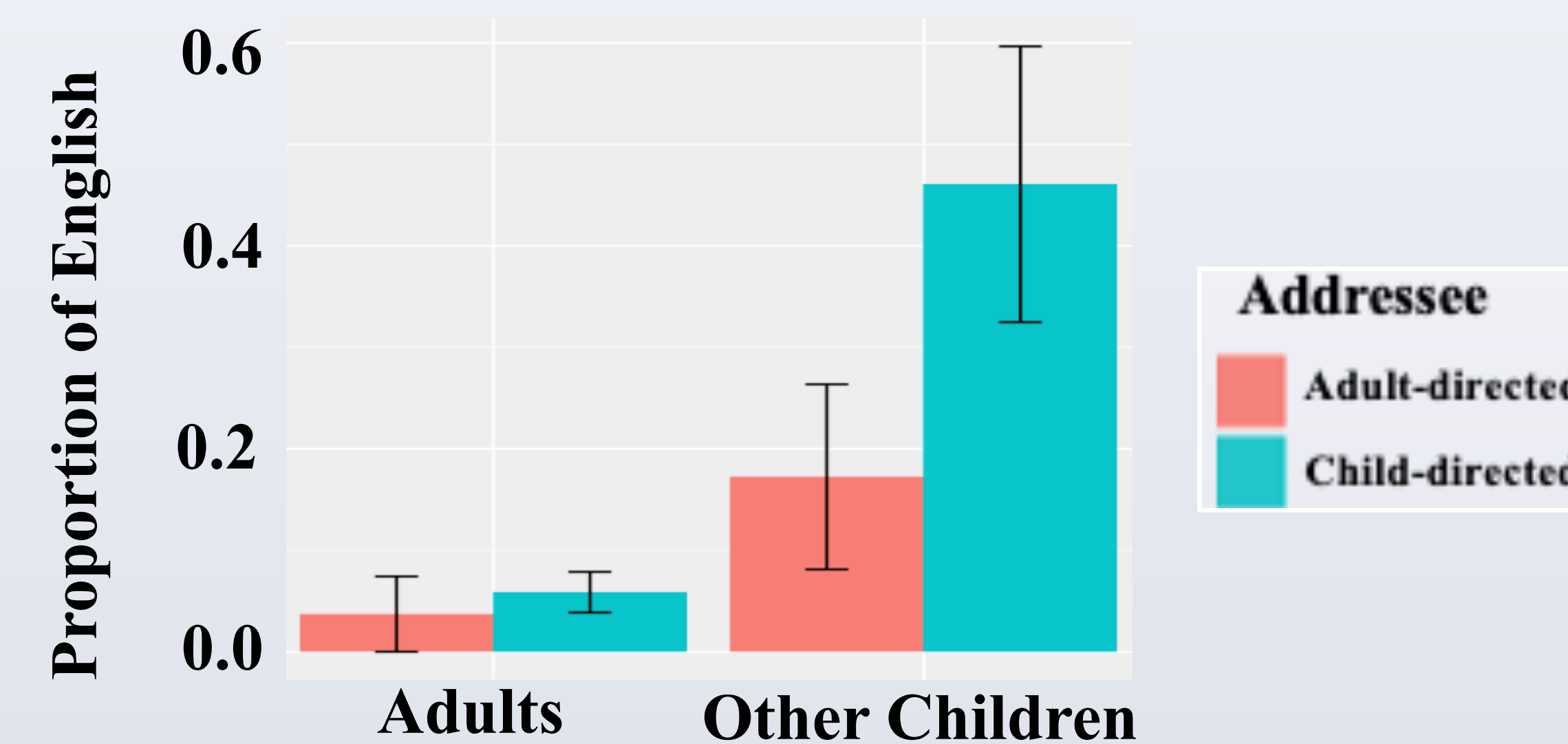
METHOD

- Daylong recordings collected using LENATM
- Annotation of Daylong Audio Recordings
 - Random sampling of 30-second clips
 - Annotate 10% of recording (Micheletti et al., 2020)
 - See Poster #63 for information on validation of this sampling strategy (Cychosz et al.)



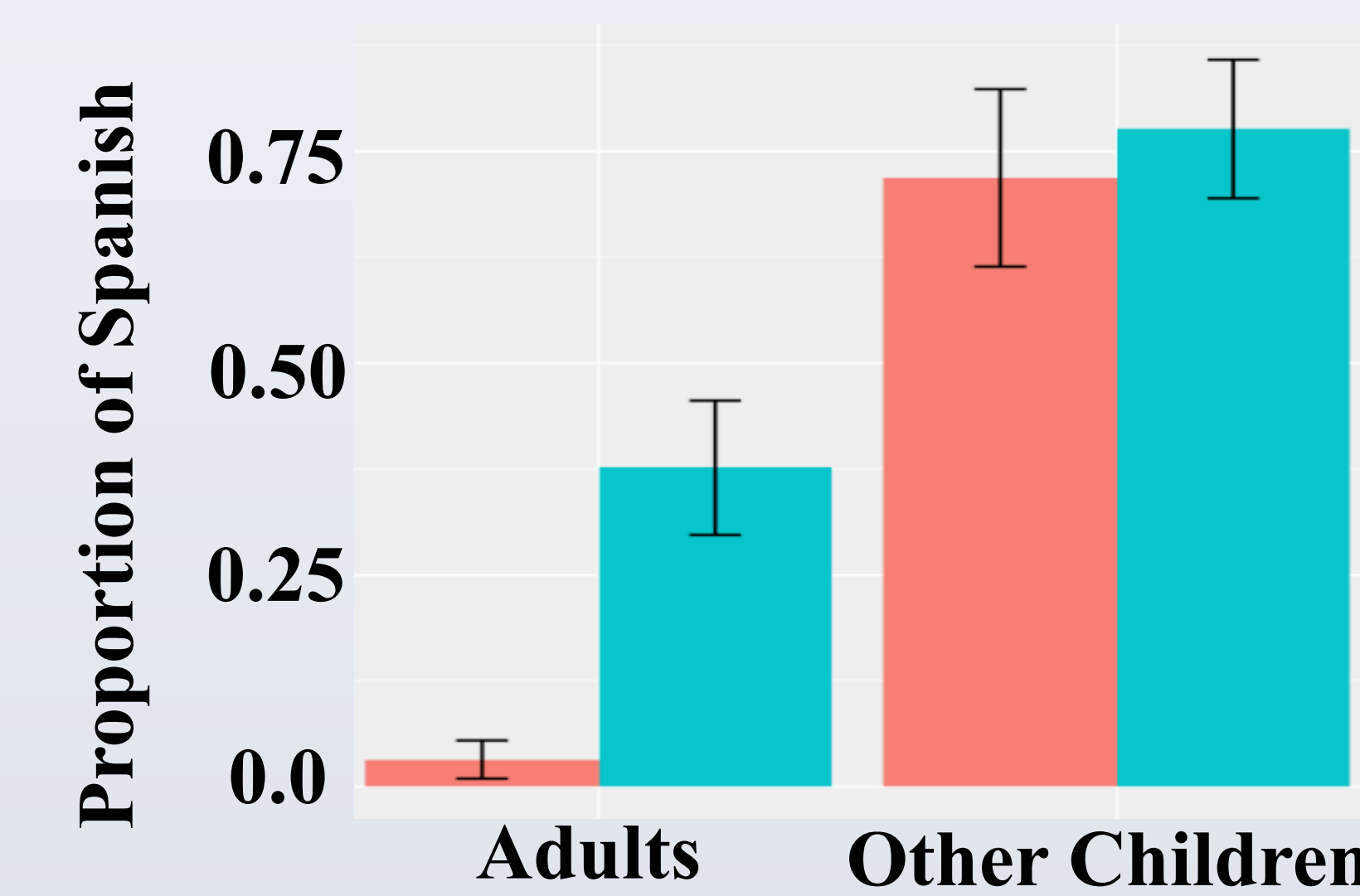
OVERALL RESULTS

Proportion of Majority Language (English): Spanish-speaking families in the US, $N = 7$



- Both adults and children used mostly Spanish, but children use a higher % of English than adults overall.
- Children used a higher % of English in child-directed speech than in adult-directed speech.
- No differences in % English between speech registers among adults.

Proportion of Majority Language (Spanish): Quechua families in Bolivia, $N = 5$

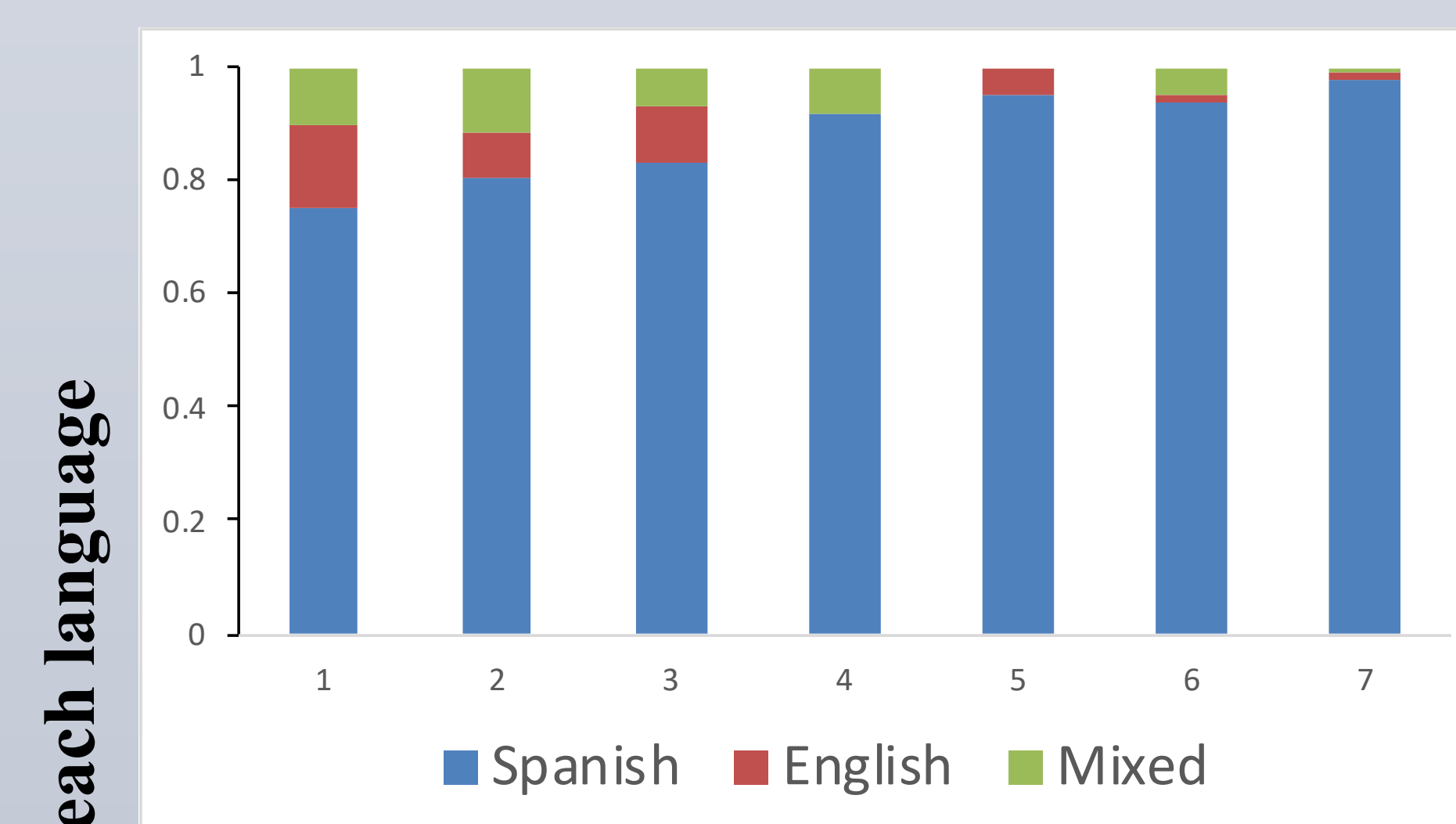


- Children used a higher proportion of Spanish than adults overall.
- Children use ~ 75% Spanish in child-directed and adult-directed speech.
- Adults use mostly Quechua when speaking with other adults but use a higher % of Spanish in speech to children.

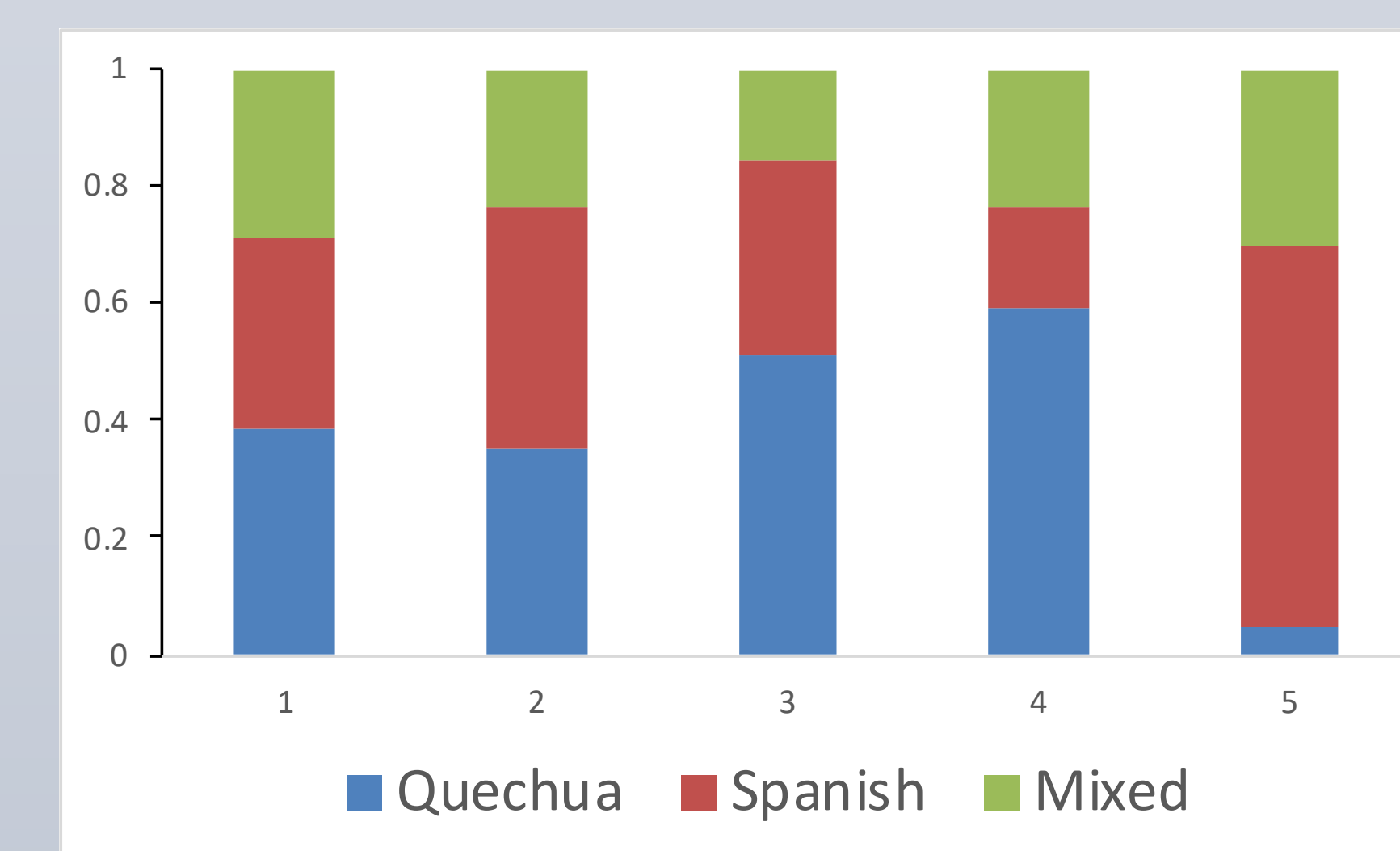
INDIVIDUAL PARTICIPANTS

Latine families in the U.S.

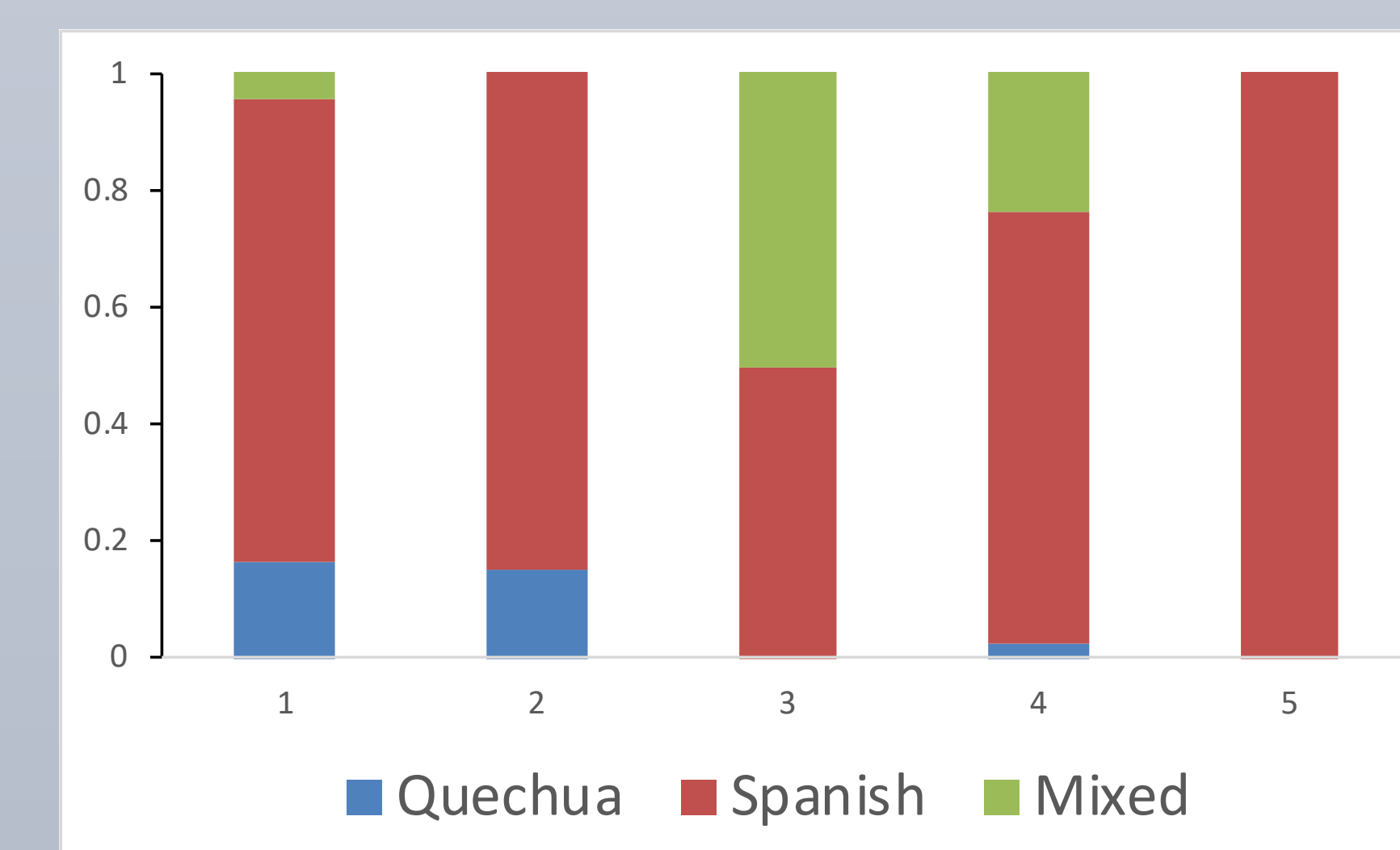
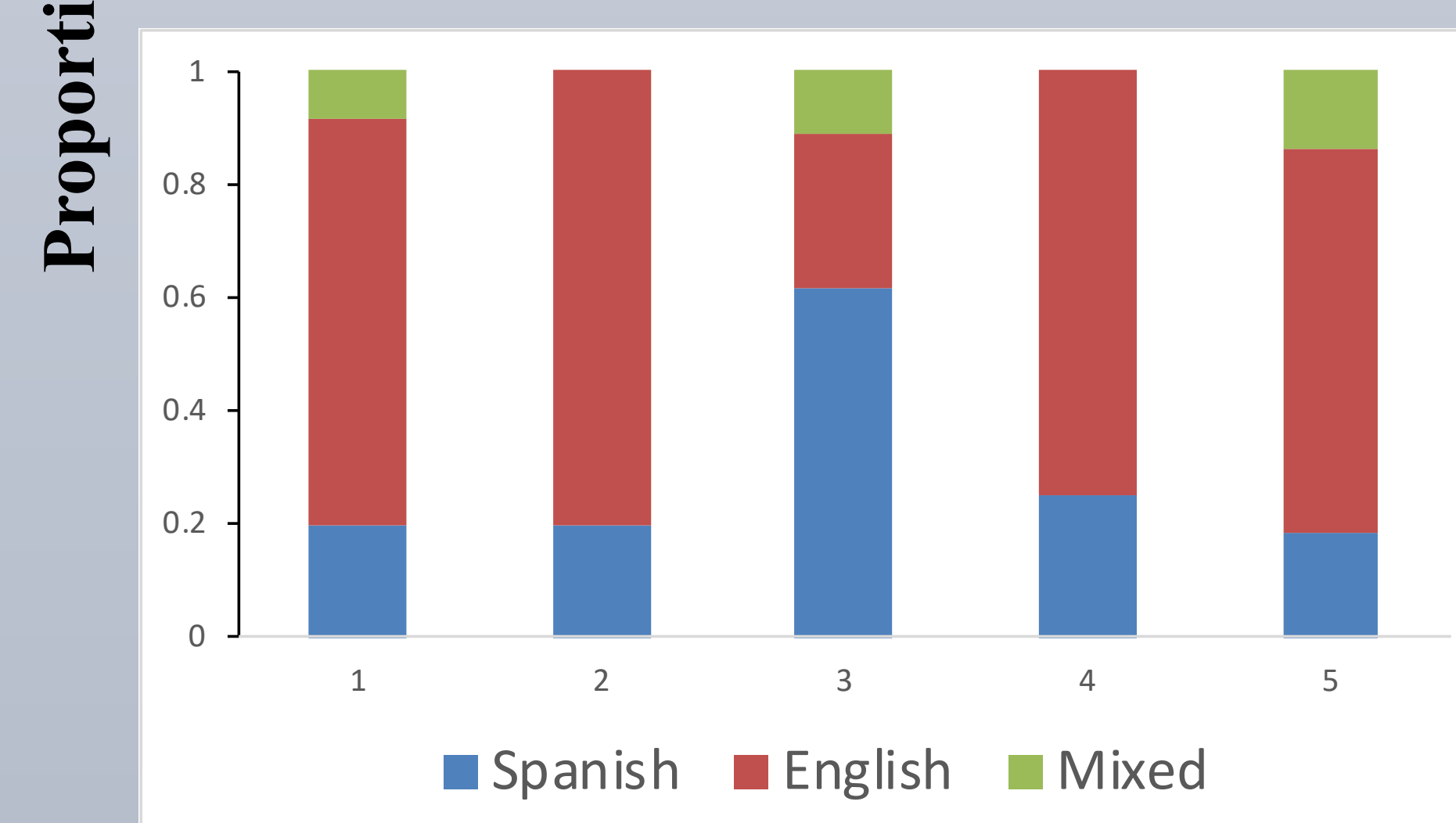
Child-directed Speech from Adults



Quechua community in Bolivia



Child-directed Speech from Other Children



DISCUSSION & CONCLUSIONS

- In both samples, adults used more of the minority language than children.
- In Bolivia, adults shifted to the majority language when speaking to children, while in the US children shifted to the minority language when talking to adults.
 - Caregivers in US sample are first-generation immigrants, Spanish-dominant, not necessarily part of a “bilingual community”.
 - Families in Bolivia sample part of a Quechua community in which both Spanish and Quechua are spoken.
- These findings contribute to understanding processes of dual language learning, language maintenance and language change across different contexts.

FUTURE DIRECTIONS

- Complete annotation for more children from both samples.
- Annotate Activity Contexts: feeding, grooming, book-sharing, transitions, etc. for US sample.
- Transcribe and analyze the language (e.g., words) used in different contexts.
- Examine code-switching as a function of speaker and speech register.

REFERENCES

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