

Early classroom integration among dual and single language learners: Interactive associations with language and shyness



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Purpose

Dual Language Learners (DLL) face early socialization challenges (Halle et al., 2014)

Poorer societal language skills pose risk for classroom isolation and maladaptation (Tabors, 2008; van Grünigen et al., 2012)

Q1. Which societal language skills (expressive vs receptive) are most critical for classroom integration?

Shy temperament may increase **or** decrease importance of language:

Increased arousal in social environment may make understanding & expression more difficult (Coplan & Armer, 2005)

?

Shy children may not capitalize on (particularly expressive) language skills as strongly as bolder children (Rimm-Kaufman & Kagan, 2005)

Q2. How does shyness moderate influence of language skills on classroom integration?

These processes may be stronger among DLL than among **single language learners (SLL)**, given extra challenges

Q3. Are there differences between DLL and SLL children?

Method

C.R.O.C.O.D.I.L.E. study: conducted in Switzerland & Germany

121 DLLs:
(Age@months: M = 46.94, SD = 9.06)

210 SLLs:
(Age@months: M = 48.06, SD = 8.15)

52% girls, 64.5% mothers w/university degree

48% girls, 77.8% mothers w/university degrees

95 Parent Q's / 59 Teacher Q's

167 Parent Q's / 130 Teacher Q's

MEASURES

Task

Receptive Language skills (RLS):
Vocabulary: Peabody Picture Vocabulary Test (PPVT; Stella et al., 2000)
Sentence comprehension: Picture-choice task (Lecocq, 1998)

Expressive Language skills (ELS):
Vocabulary: Picture-naming task (Kiese-Himmel, 2005)

Parent report → Shyness: CBQ-SF shyness subscale (Putnam & Rothbart, 2006)
6-items ($\alpha_{DLL} = .77$; $\alpha_{SLL} = .82$)

Teacher report → Classroom integration: in-house development
3-items ($\alpha_{DLL} = .76$; $\alpha_{SLL} = .61$)

Results

Group differences:

DLLs performed more poorly than SLL on RLS ($p < .001$) and ELS ($p < .001$).

DLLs were rated higher on shyness ($p < .01$) but equally on classroom integration (*ns*).

Both RLS and ELS interact with shyness to predict classroom integration, among DLL only

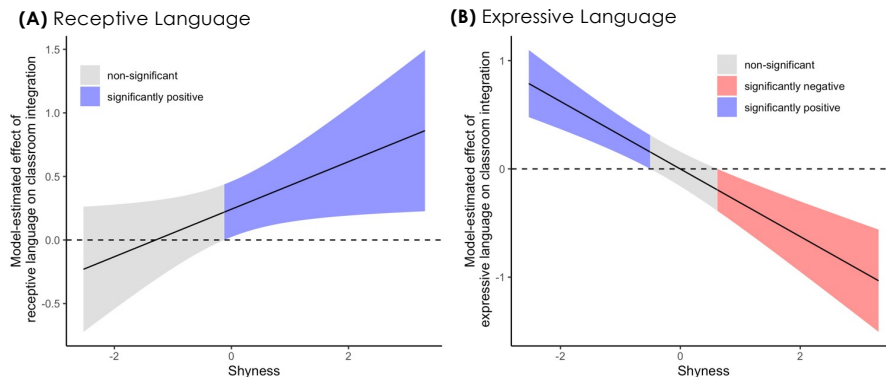
Table 1. Coefficients for multigroup model of classroom integration

	Dual Language Learners				Single Language Learners			
	Estimate	Std. Err.	Std. Est.	p-value	Estimate	Std. Err.	Std. Est.	p-value
Shyness	-.03	.05	-.05	.56	-.03	.05	-.07	.57
Receptive language	.24	.09	.30	< .01	.16	.11	.23	.13
Expressive language	.00	.07	.00	.99	-.11	.12	-.10	.39
RLS x Shyness	.19	.07	.29	< .01	.00	.08	-.03	.99
ELS x Shyness	-.31	.06	-.75	< .001	-.03	.12	.00	.83
R ²	.55				.04			

Note. Estimated using Full Maximum Likelihood with Robust Standard Errors in Mplus v8. Age, gender, and maternal education included as covariates (effects not shown).

- **RLS has an increasingly strong positive association with integration among shy DLLs**
- **ELS has a positive association with integration among bolder DLLs but a negative association among shy DLLs**

Figure 1. Model-estimated slope coefficients



Discussion

- Among DLLs, shy temperament affected the association between **both** language skill modalities and classroom integration
- Moderation differed based on language skill modality
 - Receptive language skills may help **shyer DLLs** feel more confident in social classroom interactions
 - Expressive language skills may help **bolder DLLs** successfully interact with classroom peers
 - Expressive language skills may complicate integration for **shyer DLLs**
 - Possessing the skills but also increased reticence to speak may impede interactions
 - Further research needed to elucidate this relation
- Receptive and expressive language skills interact differently with children's temperament
 - Importance of viewing **language as multi-modal**
- Null results among SLL group may be due to higher group-level language skills

Acknowledgements



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