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What does Scientific Research Say about Bilingual Early Years?

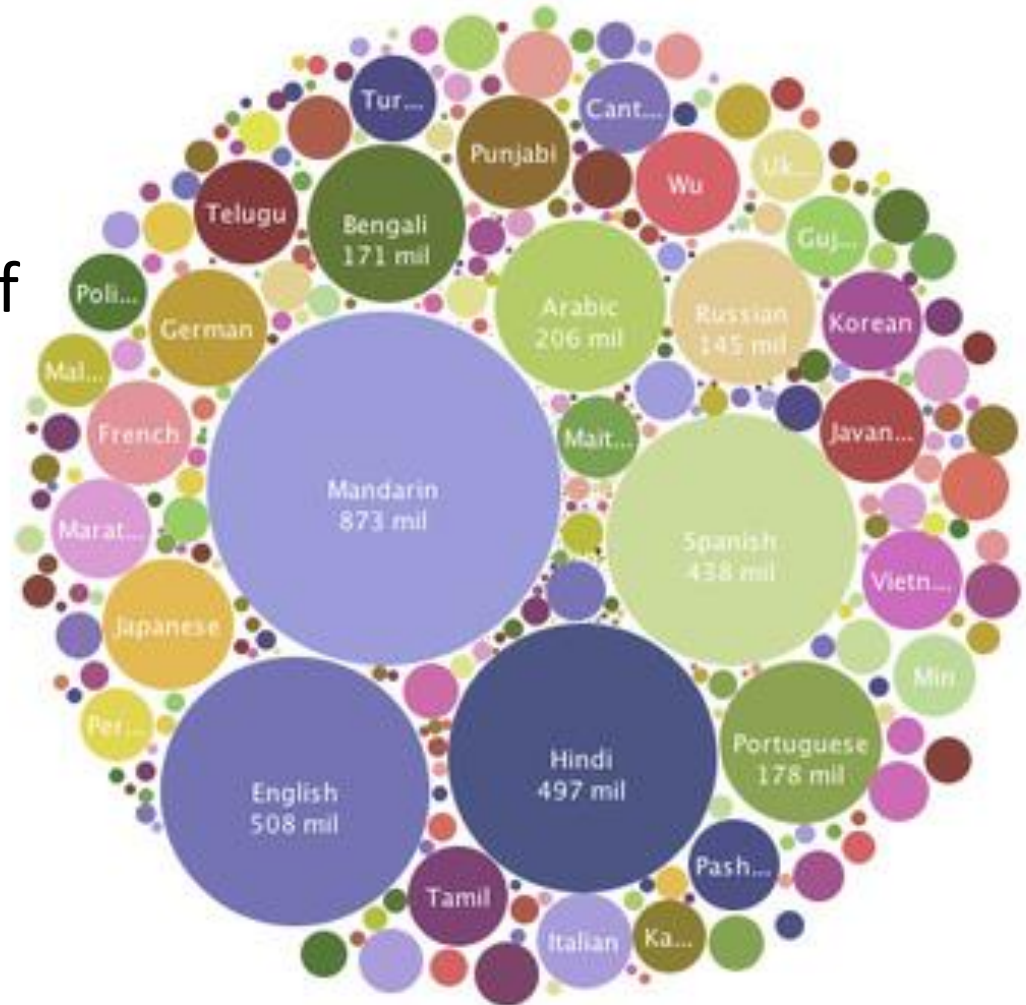
Что говорят научные исследования о двухязычных ранних годах

Dr Virginia L. Lam

Детский психолог

Bilingual? **Ничего нового**

- Estimated over half of world's population use **AT LEAST** two languages regularly
(Grosjean, 2010)



Bilingual 'advantage'?

преимущество



Still debating... **неубедительными**

Recently (2019), G. J. Poarch (*Münster*) & A. Krott (*Birm*):

Not about BIL children do better/faster in tests...
but which cognitive (mental) and neural (brain) differences
(if any) translate to **'real life'** advantages



L. M. Müller & co (2019) – *Cambridge Language Sciences*;
Education Manager, Chartered College of Teaching

Children's bilingualism ⇔ **well-being**:

- Heritage language: family (esp. *emotional*) communication
- Proficiency in **both**: participation in home-life and society



Newest...

Early BIL experience → adaptation in adulthood

D. D'Souza & co (2020, 2021) – *Anglia Ruskin, Cambridge*

Infants **under age 1** with 2+ languages at home:

- can switch (visual) attention more frequently
- faster shifting to novel (new) information



Bilingual environment more 'varied'/less predictable – **early** (facial expressions, body gesture, lip movement) adaptations → adulthood, but **not late-bilinguals**



C. Floccia (2020) – *Plymouth* +multiple Us

27-month bilingual toddlers' lexicon (body of vocabulary) has similar properties as BIL adults, but **not same constraints** (not limited by 'dominance' of language or similarity between the 2 languages)...

Preschool years...ДОШКОЛЬНЫЙ



- EARLY/PRESCHOOL YEARS

J. Lauro & co (2020) – *Florida Atlantic U*

- age 2.5-5: relative amount of languages (being talked to) + parental inputs

R. W. Pontier & co (2020) – *Florida International U*

- dynamic language use in bi/multilingual early education contexts reviewed teachers+children draw on full ‘linguistic repertoires’, ‘naturally’

- Jyväskylä Yliopisto University (Finland) JYU guest seminar (27/1/2021)...

R. Jain (Nanyang Tech U, *Singapore*):



Non-statutory community schools



Mainstreaming

- UK: little incentive/‘hands off’, informal/non-mainstream (vs. SGP & AUS)

- Most ‘successful’ bilingualism involves active **family participation backed by wider community**...parents and school: good communication/working together

GROWING UP

BILINGUAL



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Growing Up Bilingual Project

[Funded collaborative 2018-2022]

- **Dr Virginia Lam Roehampton**, Prof Andrew Ravenscroft UEL Education, Loyal Hussain UEL Psychology;
Newham Partnership for Complementary Education & NRCSE
- Schools: **Znaniye** Russian, Tamil Sangam, Sphresa Albanian, Sahajanand Gujarati +4 primary (>150 children)
- Our website/blog (Google 'growing up bilingual **project**')
<https://growingupbilingualproject.wordpress.com/>
<https://growingupbilingualproject.home.blog/>



Thank You

Спасибо

谢谢