

ChildUp

LANGUAGE REPORT

Information about the parents

Name of mother: Sarah Chan

Number of family members can help to develop child's language development: 4 (Mother, Father, helper and Grandmother)

Mother's mother tongue: Cantonese

Father's mother tongue: Cantonese

Information about the child

Name of child: Ryan Wong

Gender of child: Male

Child's age: 18 months

Introduction

We are glad that you have joined the "Maximizing Multi-Lingual Acquisition" workshop on 19 July, 2008. As you have already noticed, language development is very complicated. Thus, the devotion of parents in this endeavor is essential. We are glad that we are able to share ideas with you on your child's road to language development.

In the following report, we provide you with suggestions for planning ahead on your child's language development according to the "Language Questionnaire" you have completed for us. It is important to note that this is a family plan from now on, probably until he is 18. For this reason, we would recommend that you thoroughly discuss these ideas with your spouse and agree on your family strategy. It is important for you and your spouse to stand together regarding to this plan, as you might experience resistance from others who might not know as much about language development as you do now. Educating them and bringing them on board, to play an active role as language facilitators should be greatly beneficial to Ryan.

Recommendations for L1/L2/L3/L4

As indicated in the questionnaire, you would like your child to learn several languages:

It is very much understandable that parents in Hong Kong generally aim at multilingual development for their children, especially when they can speak more than one language. By acquiring this lifelong ability to communicate with others, people may also derive other benefits from early language acquisition, including improved school performance and superior problem-solving skills. Knowing a second language (or even a third/fourth language) simultaneously or sequentially ultimately provides a competitive advantage in the workplace by opening up additional job opportunities. These are some of the compelling reasons for parents to encourage the development of a second or third language with their children.

Given these important considerations about multilingual acquisition, careful planning is crucial. According to the information you have provided us, our initial recommendations are:

- Cantonese/Chinese should be the first language of Ryan.
- English should be his L2
- Putonghua should be his L3

We will now go into further details.

Cantonese

In the questionnaire, you suggested that you would like your child to learn Cantonese, English, and Putonghua. It is understandable that you would like your child to learn these languages because they are widely spoken in Hong Kong and the surrounding areas. However, it is important to note that learning a second language (or even a third/fourth language) simultaneously or sequentially ultimately provides a competitive advantage in the workplace by opening up additional job opportunities. These are some of the compelling reasons for parents to encourage the development of a second or third language with their children.

It is very much understandable that parents in Hong Kong generally aim at multilingual development for their children, especially when they can speak more than one language. By acquiring this lifelong ability to communicate with others, people may also derive other benefits from early language acquisition, including improved school performance and superior problem-solving skills. Knowing a second language (or even a third/fourth language) simultaneously or sequentially ultimately provides a competitive advantage in the workplace by opening up additional job opportunities. These are some of the compelling reasons for parents to encourage the development of a second or third language with their children.

English

English is an international language that enjoys a privileged status in the world. About a quarter of the world's population can communicate in English, and it is also recognized as the most important foreign language by many educational systems.

To be able to raise a child bilingually from one of the parents' always surviving languages, it is recommended to master the 2nd language from birth (not necessarily native level). The reason for this is to avoid the 2nd language from being seen as a second effect of early language development. Because it is a great catch-up if the child has to learn thousands of words in a few months, which means the 2nd language must be able to naturally be learned by the child. For this reason, the 2nd language should be taught in a way that is as natural as possible. The language is actively learned, not passively, and the child is not in a position to be taught a second language, but to learn it naturally.

Although you will not know how to speak English, you will be able to understand it. It is important that the child is able to understand the language from birth. This is because the child will be able to understand the language from birth, and this will be a great advantage for the child. The child will be able to understand the language from birth, and this will be a great advantage for the child. The child will be able to understand the language from birth, and this will be a great advantage for the child.

When you are teaching a child a second language, it is important that the child is able to understand the language from birth. This is because the child will be able to understand the language from birth, and this will be a great advantage for the child. The child will be able to understand the language from birth, and this will be a great advantage for the child.

Remember that the child is able to understand the language from birth, and this will be a great advantage for the child. The child will be able to understand the language from birth, and this will be a great advantage for the child.

When you are teaching a child a second language, it is important that the child is able to understand the language from birth. This is because the child will be able to understand the language from birth, and this will be a great advantage for the child. The child will be able to understand the language from birth, and this will be a great advantage for the child. The child will be able to understand the language from birth, and this will be a great advantage for the child. The child will be able to understand the language from birth, and this will be a great advantage for the child. The child will be able to understand the language from birth, and this will be a great advantage for the child.

correctly or not. Speaking with his peers will also give him a stronger reason to communicate.

Although the family helper can speak in English, given her limited proficiency, it is suggested that Ryan communicates with her only in daily interactions and play as needed but that no formal teaching be done by the helper.

Since the English alphabet is not too difficult to learn, he could be familiarized with the letters when he has a relative oral ability. Having toys or other decorations with monogram-related products is also interesting and useful in the early years. We can also develop literacy ability (reading and writing) through the 15 minutes English time per day with you. Learning to read, however, is not necessarily at least at 3 through the age of 3 and even later, depending on your preferences; either if you want extra help/assistance for the learning to read, we can recommend phonics books or any other materials to learn to read. Phonics (like *Phonics First*) is a series of books. It's like a big group of you, like most immediately apart from other activities. You can also develop literacy ability (reading and writing) at this age onwards through the 15 minutes English time per day with you.

Putonghua

As we stated earlier, a vast majority of Chinese people (Putonghua) is the national language of communication in China. China's rapidly developing economy and culture brought through the assistance of such language in small life of their speaking.

In order to gain literacy, children have 10 minutes of Putonghua speaking time every day, or at least 5 minutes when he is 3 years old. Since you have given to the role of teaching in English 15 minutes per day, your spouse can be a great help in teaching him Putonghua instead. Remember to focus on oral ability and literacy through 15-min Chinese literacy ability through 15-min Cantonese/Chinese.

Other Languages

We avoid recommending this way of it to plan for learning of more than 2 languages. It takes more energy of mastering these first 2 languages. As you might know, it's very difficult (nearly to master 2 or even 3 languages to the highest level). Learning a 3rd one will drain a lot of energy from your child and may be at the expense of L1, L2 and L3. The extra teaching of other languages probably should be considered only later on dependent on your child's current skills and L1 and L2 (maybe around 3-5 years old) and your child's ability, interest and access to linguistic resources. However, learning a 3rd language should be considered mostly if you are planning to travel to a country speaking that language or if you would like your child to study or move to such country. Otherwise, there are many more stuff your child can learn that might be more helpful to his/her life and career (great mathematics, scientific knowledge, technology, etc.).

Conclusion

Good mastery of language skills has a profound impact on the social, emotional, and cognitive development and well-being of every child. Therefore, clear and thoughtful planning for his L1/L2 development is important. The communication from parents and other family members will play a critical role on how the child understands, speaks and acquires language rules. As suggested in the above, family members can take different roles in cultivating Rizan's L1 and L2 development. Some more notes are given as follows:

In all phases of development, parents are important role models of language

Play time is a fun time and always an excellent time to introduce new words and scaffolded structures. It is important to play with language as a fun activity. However, it should be noted that play is not for explicit teaching. The purpose is to enhance the child's understanding of language naturally through play. You should play with parents who are bilingual and encourage equality and reciprocity in language use.

Play time is a fun time and always an excellent time to introduce new words and scaffolded structures. It is important to play with language as a fun activity. However, it should be noted that play is not for explicit teaching. The purpose is to enhance the child's understanding of language naturally through play. You should play with parents who are bilingual and encourage equality and reciprocity in language use.

The subject of how television viewing (including DVDs) affects children's language development is very controversial. But it is well known that children nowadays are watching too much television too early. Research has demonstrated that there is no evidence of a positive impact of TV exposure to infants, but negative influences such as a slowing down of vocabulary acquisition (in age 2), higher risk of obesity and risk of becoming violent are clear. Moreover, TV is a passive kind of media. Children addicted to TV do not process information in a passive way. Thus, TV watching should be discouraged unless there is parental guidance. You should be very selective about what your child is allowed to watch, and also very careful about limiting the total time of TV viewed. It is suggested that you spend time with your child while watching TV to ensure that the time and quality of your child's TV viewing are appropriate. You can use TV programs as a tool instead to enhance his

language development. Developmentally appropriate television programs would be recommended over other kinds. Always note that the quality of the program is not as important as the interaction the parents have with the child while viewing TV programs.

A good rule on TV from our behavior expert King Stephenson would be to start with the good habit of turning off the TV during mealtimes. This will save you a lot of frustration and headaches regarding potential difficult behaviors as on-laying tactics by your child. And when you watch TV together with your child, ask questions that expand your child's thoughts and speech. e.g. "What do you think will happen next?" "How do you think she feels?" "Why is that character angry?"

Learning in a short period of time one day is always better than in a long period of time once or twice every week. How parents learn is similar to the learning principle we have all learned during evolution. That we have learned in school.

To conclude, we hope our course and this report will have been of help to you. Spending more time with your child developing languages will not only greatly help your child to succeed in school, but it will also strengthen the bond and long term relationship you, your spouse and other family members will have with him.

We, at Edukey, strive to help parents succeed as the first and most important teachers, play-mates and role-models of their children, and we wish you the best with this most rewarding endeavor.

Should you have any other questions, please feel free to contact me.

Klaris Leung
Child Psychology Specialist

Reviewed by the Edukey Team

L1/L2/L3 development chart

Age	Language	Task
Current - 3 yrs old	Cantonese	<ul style="list-style-type: none"> daily conversation with the parents, helper and grandparents games and play activities for learning purpose can be used on a regular basis by the parents
	English	<ul style="list-style-type: none"> 15 min "English time" with language games and play activities (focus on oral skills for learning purpose) can be used with the mother or father play/oup
3 - 6 yrs old	Cantonese /Chinese	<ul style="list-style-type: none"> daily conversation with the parents, helper and grandparents 15 min Cantonese/Chinese time with the parents or grandparents by teaching oral and writing skills (reading or writing) use of books, flash cards, etc. speak out in Cantonese Chinese lessons at kindergarten
	English	<ul style="list-style-type: none"> 15 min English time with the mother or father by using oral and writing skills (reading or writing) English lessons at kindergarten play/oup English lessons at kindergarten
	Putonghua	<ul style="list-style-type: none"> Putonghua lessons at kindergarten daily conversation with the parents
6 yrs old and onwards	Cantonese /Chinese	<ul style="list-style-type: none"> daily conversation with the parents, helper and grandparents focus on strengthening reading and writing skills interaction with peers: cousins who speak well in Cantonese play/oup with the parents during weekends (1) makes parents pay more attention to reading and writing skills Chinese lessons at school
	English	<ul style="list-style-type: none"> English lessons at school regular play time with the parents during weekends (1) makes parents pay more attention to reading and writing skills
	Putonghua	<ul style="list-style-type: none"> Putonghua lessons at school interaction with classmates

SAMPLE