

What difference does bilingualism make?

Exploring the link between bilingualism in the family and child well-being

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The online seminar is free to attend via Microsoft Teams. Please register beforehand [via Eventbrite](#)

A growing body of research in applied and clinical linguistics, family studies, education and psychology has investigated the relationship between language use and family well-being (e.g. [De Houwer, 2006, 2015](#); [Lee, 2011](#); [Tseng & Fuligni, 2000](#); [Wang, 2013](#)). Research has also shown how children's attachment to their parents and other caregivers, such as teachers, is crucial for their socio-emotional and linguistic development. During family conversations, parents and children communicate their values and their views of the world. It is through dialogue that parents and children share their emotions, discuss problems and voice frustrations. It is also through conversations with their parents (and other key caregivers) that children learn important socio-emotional skills such as how to regulate their emotions ([Bernier et al., 2010](#)) and develop their independent problem-solving skills ([Landry et al., 2006](#)). Children's socio-emotional development is in turn related to their overall well-being ([Fabes et al., 2006](#); [Thompson & Lagattuta, 2006](#)). It is therefore unsurprising that good (i.e. more respectful and open) parent-child communication has been linked to a number of positive outcomes in adolescents, such as lower levels of risky behaviour ([Guilamo-Ramos et al., 2006](#); [Luk et al., 2010](#); [Rogers et al., 2015](#)), higher levels of academic achievement ([Fan, 2001](#)), increased adolescent self-esteem ([Levin et al., 2012](#)), lower levels of depressive symptoms ([Yu et al., 2006](#)) and higher levels of well-being ([Bireda & Pillay, 2018](#)). In this talk, Given this association between parent-child communication and child subjective well-being, the question arises of what difference *bilingual* communication makes. A question that will be explored in this talk. The talk may be relevant to a diverse audience including researchers from various disciplines, practitioners who support and advise bilingual families, and bilingual families themselves.

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