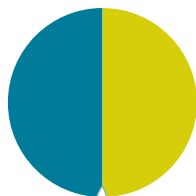
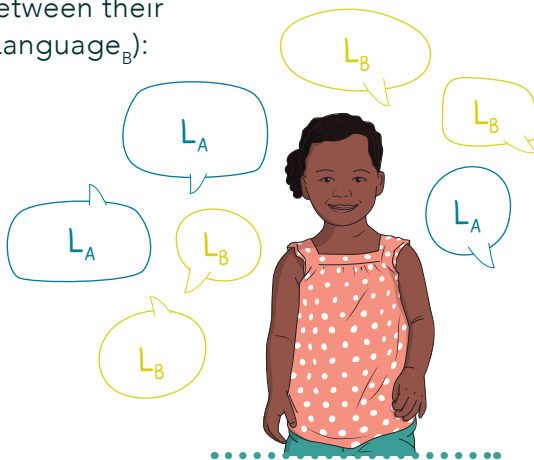


# BILINGUAL CHILD AND THEIR LANGUAGE

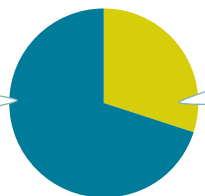
Children divide their time between their languages (Language<sub>A</sub> and Language<sub>B</sub>):



$L_A$  and  $L_B$  40-60%  
Balanced bilingualism



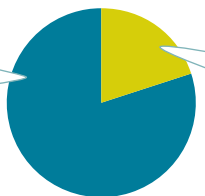
$L_A$  60-80%  
Dominant language



$L_B$  20-40%  
Non-dominant language

Understood and spoken <  $L_A$

$L_A \geq 80\%$   
Dominant language



$L_B \leq 20\%$   
Non-dominant language

Understood but not spoken  
Long-term risk of extinction



Exposure to languages is dynamic,  
varying over time.



Discuss this with  
your child's speech  
therapist

## THE EXTENT OF EXPOSURE TO $L_A$ AND $L_B$ DEPENDS ON FAMILY'S STRATEGIES:

- At home / away from home
- Moments in each language
- One person = one language
- One language before another
- Free alternation



### Conditions for a **quality** exposure:

- Human interactions (unlike passive exposure, TV, screens, ...)
- Varied language (conversing, narrating, explaining, joking...)
- Diversity of contexts : **books**, songs, shows...



## Normal specificity of conversations between two bilingual individuals:



### Monolingual mode

Only one language is used in conversation



### Mixed mode

$L_A$  and  $L_B$  are mixed in conversation

See "The development of bilingual child's language": code-switching, borrowing, code-blending.



Discuss this with your child's speech therapist

### IT IS A GRADUAL PROCESS FOR THE CHILD:

- in "pure" monolingual mode to develop each language
- in mixed mode to learn to switch from one language to another

Bilingual child and their language - 3.