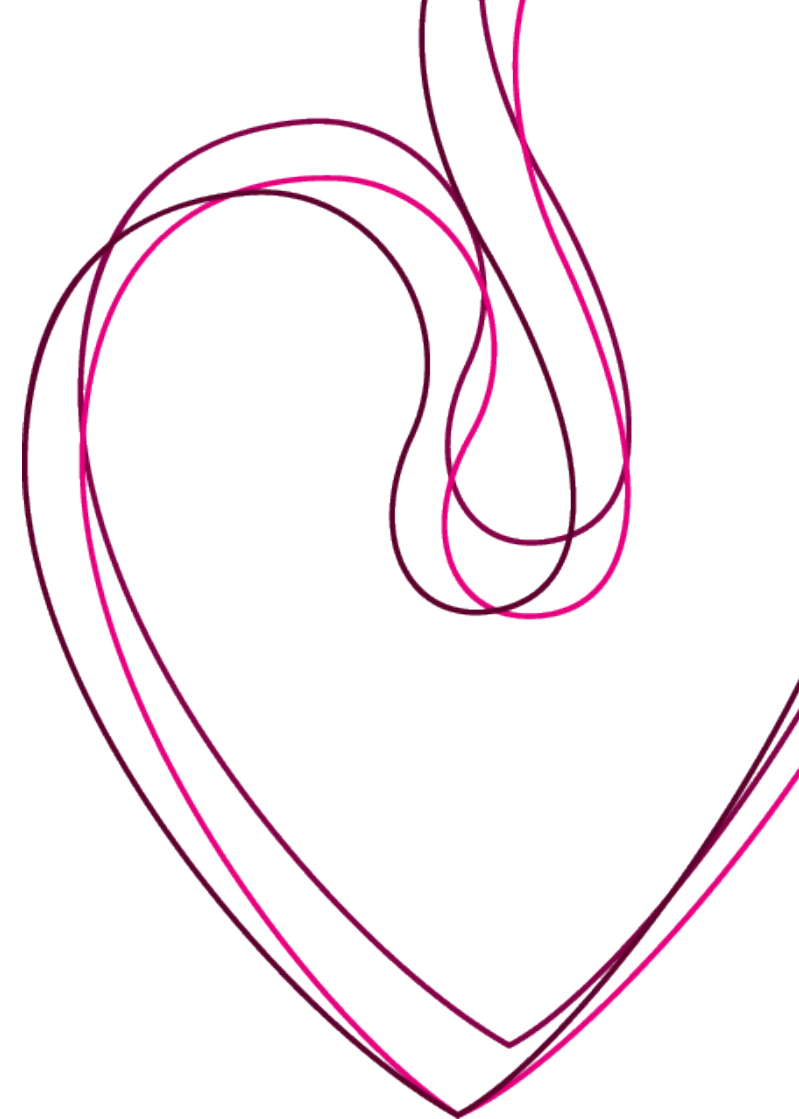


# Er dansk i hjemmet en forudsætning for at tosprogede kan lære at læse?

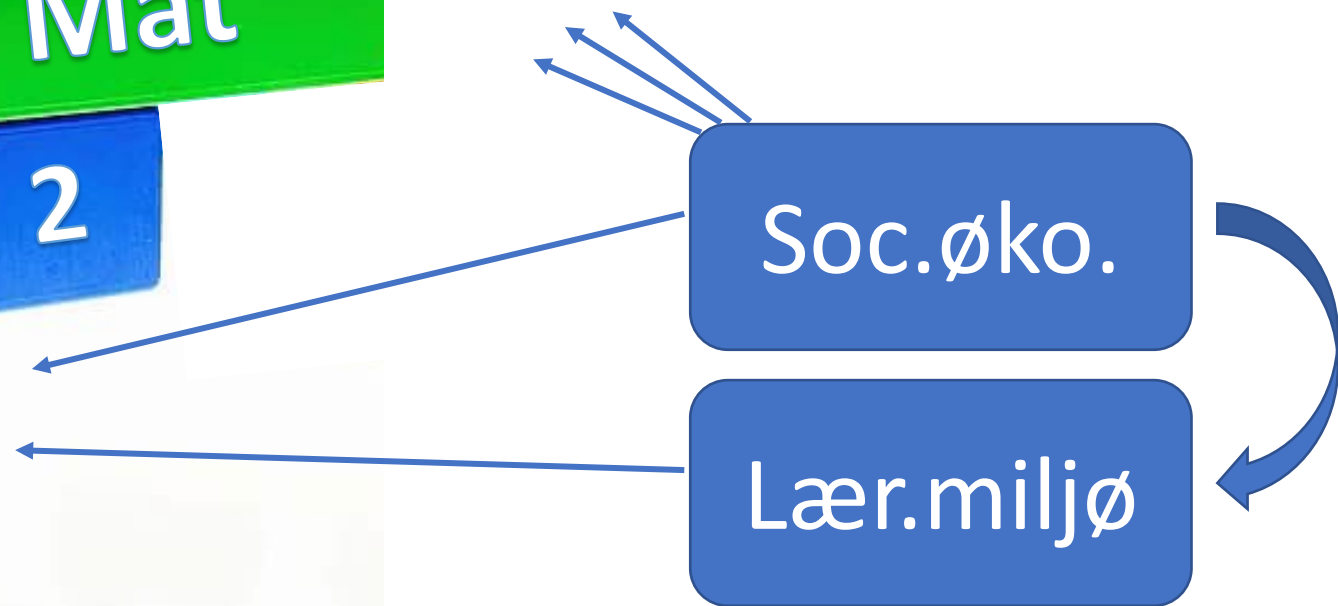
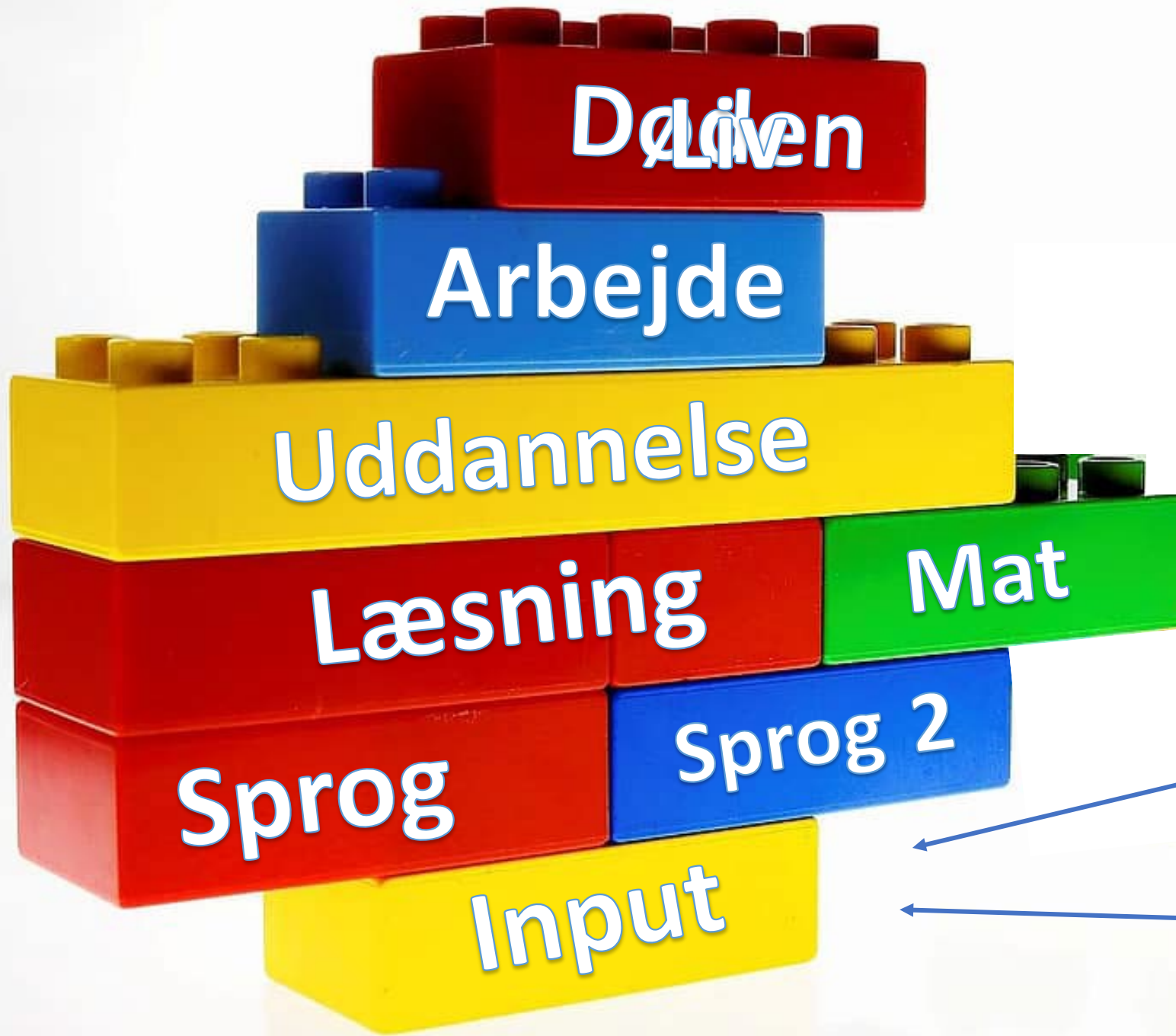
Webinar 22. august, 2024

Anders Højen



# Program

- Om sprog og læsetilegnelse hos tosprogede
- Undersøgelse af sprog og læsning hos tosprogede elever i 2. klasse
  - Højen, A., & Bleses, D. (2023). Relative heritage language and majority language use before school start explains variance in 2nd grade majority language but not reading skills [Original Research]. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1134830>
- Praktiske anbefalinger om brug af dansk og modersmål i tosprogede familier
- OBS! Webinaret bliver optaget og gjort tilgængeligt online





# Sammenhæng mellem sprog og læsning

M.D. Poe et al. / Journal of School Psychology 42 (2004) 315–332

319

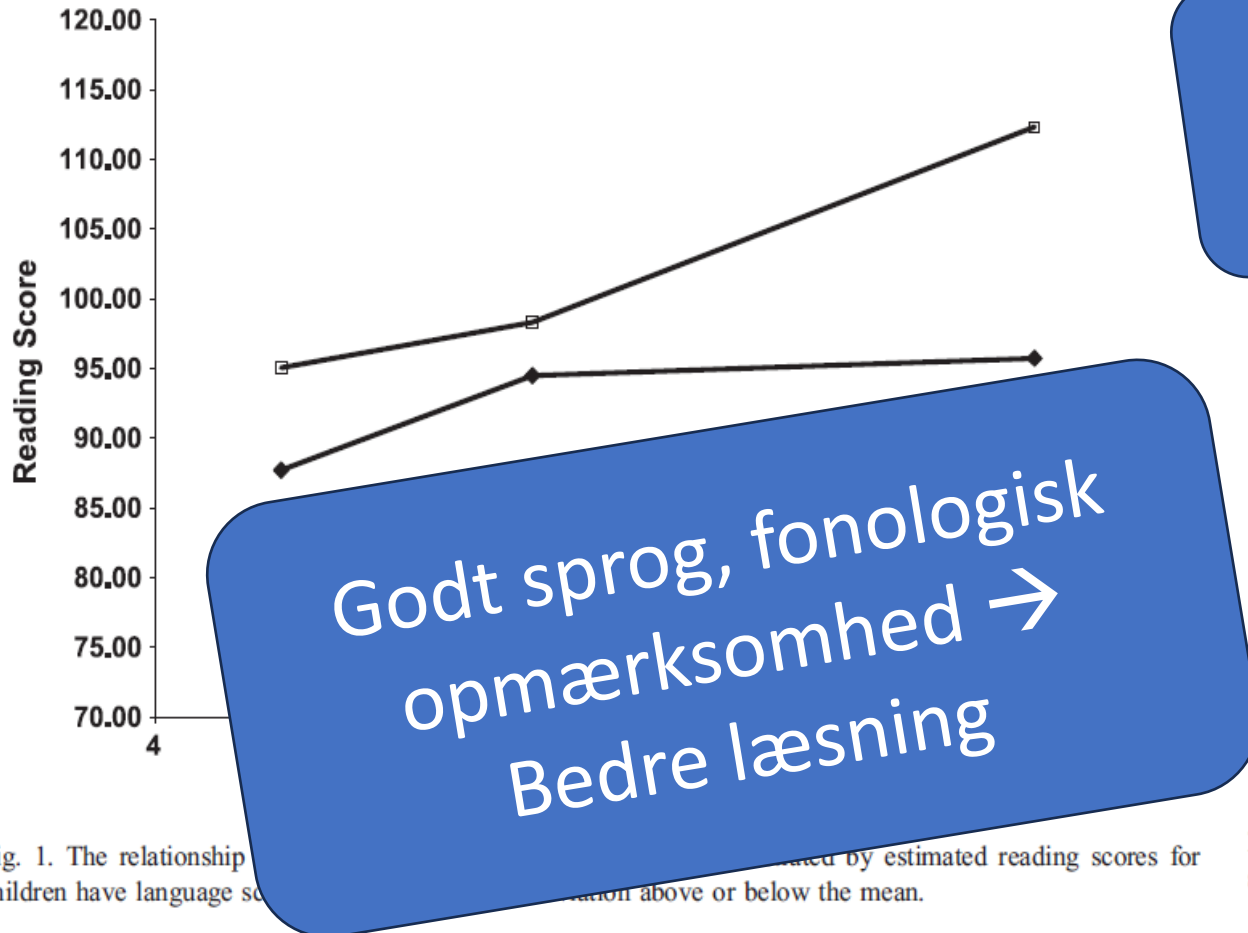


Fig. 1. The relationship between phonemic awareness and reading scores for children with language scores that are 1 standard deviation above or below the mean.

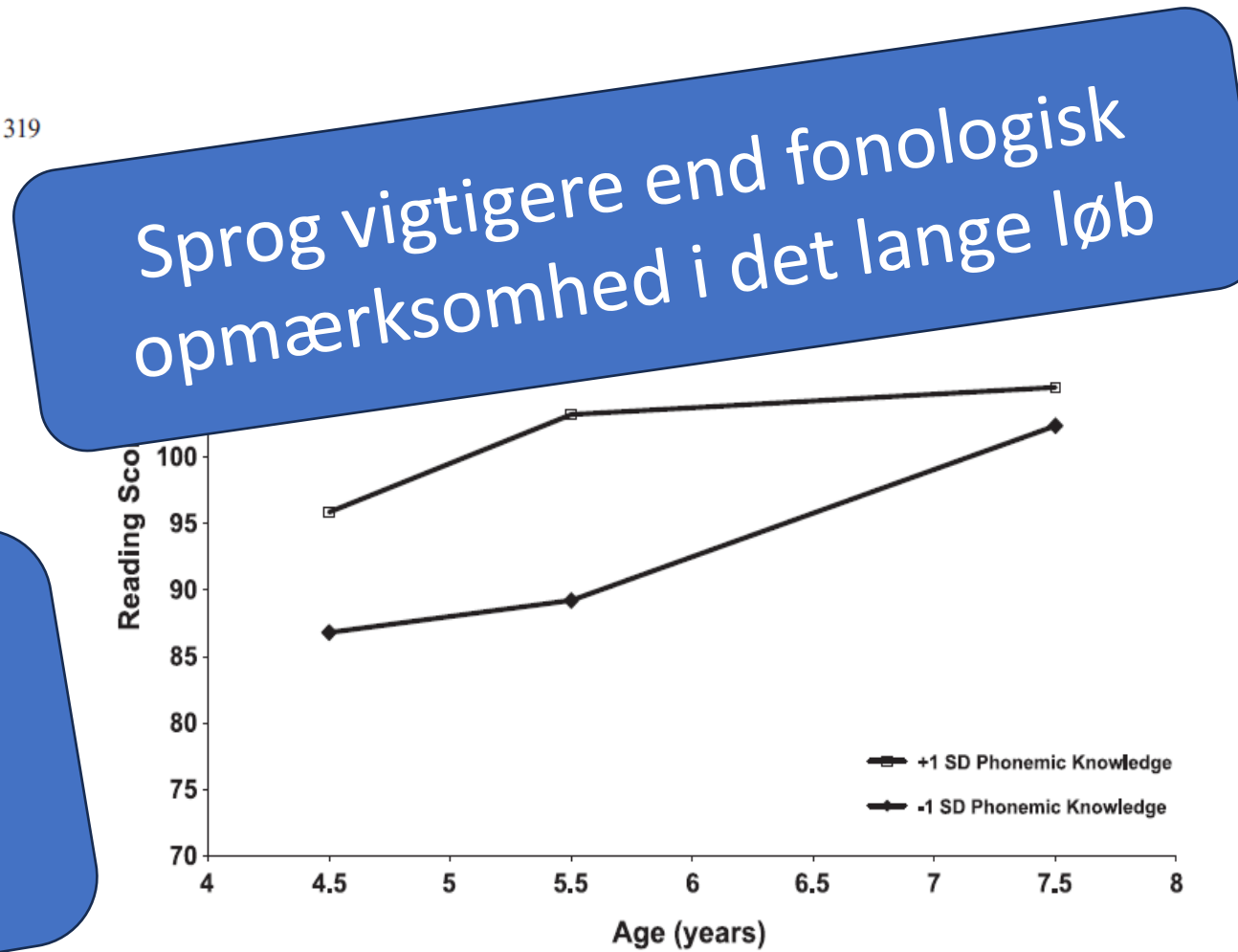


Fig. 2. The relationship between phonemic knowledge and reading over time illustrated by estimated reading scores for children with phonemic language scores that are 1 standard deviation above or below the mean.

# Hvad med tosprogede?

- Er der sammenhæng mellem
  - Andetsprog og læsning?
  - Andetsprog og udbytte i andre fag?
- Sprogsyn
  - Mangelsyn
  - Resursesyn

# Engelsk og læsning, tosprogede i USA

- 5. klasse, læsning
- (Winsler et al., 2023)

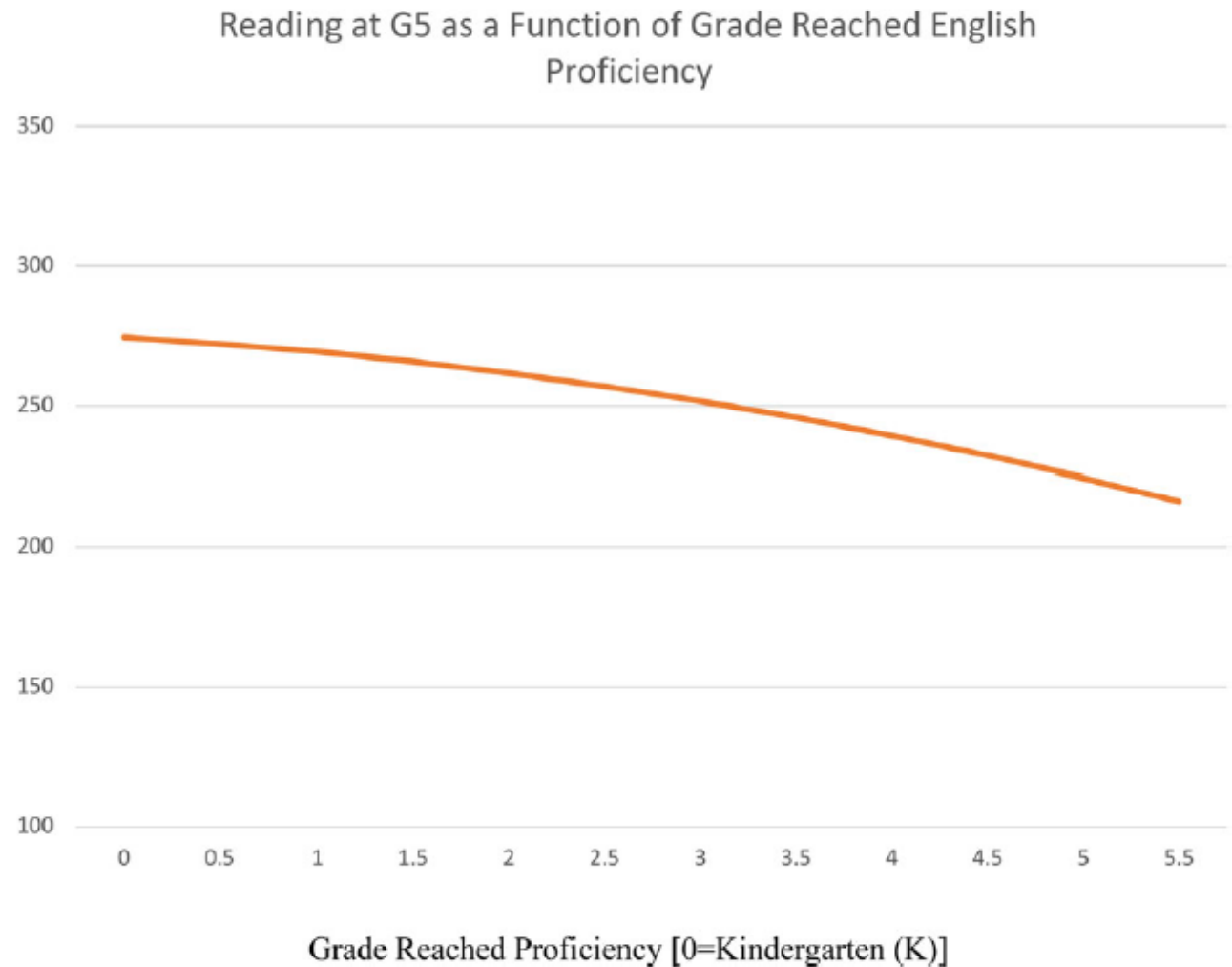
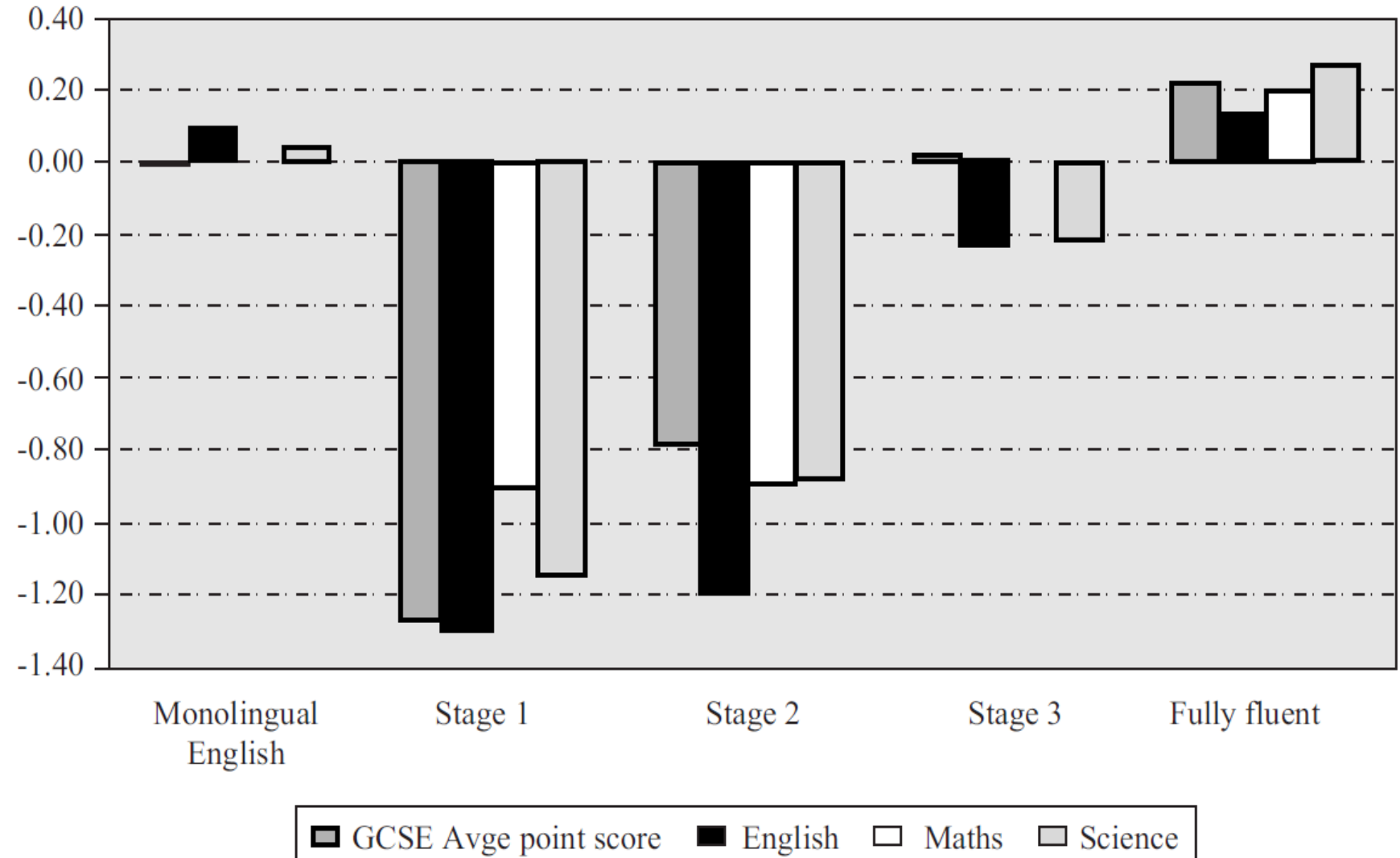


Fig. 2. 5<sup>th</sup> Grade Reading Test Scores as a Function of Grade the DLL Reached English Proficiency (plotted predicted  $\hat{Y}_s$  from the regression estimates with covariates and quadratic term included)

# Engelsk fagligt udbytte, tosprogede i England

- 16-årige
- (Demie & Strand, 2006)





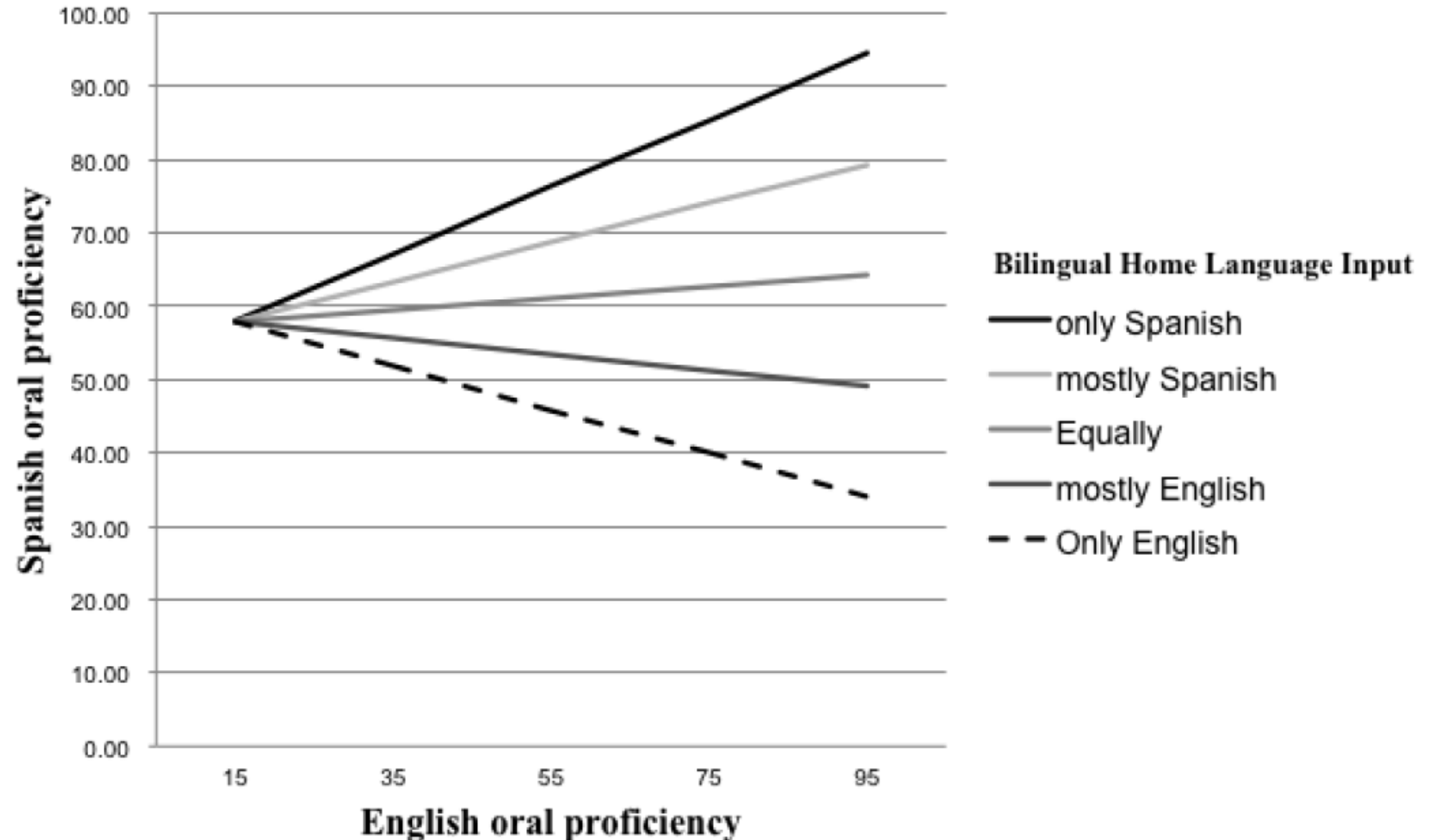
# Majoritetssproget

- Gode kompetencer i majoritetssproget er afgørende for læsning og øvrigt udbytte af skolen
- Så forældre bør tale majoritetssproget med børnene i hjemmet?
- "Mangelsynet" vinder
- Not so fast!

# Spansk og engelsk i USA

- Kun/mest spansk i hjemmet: *Positiv* sammenhæng mellem spansk og engelsk.
  - Additiv tosprogethed
- Mest engelsk: *Negativ* sammenhæng
  - Subtraktiv tosprogethed

(Cha & Goldenberg, 2015)

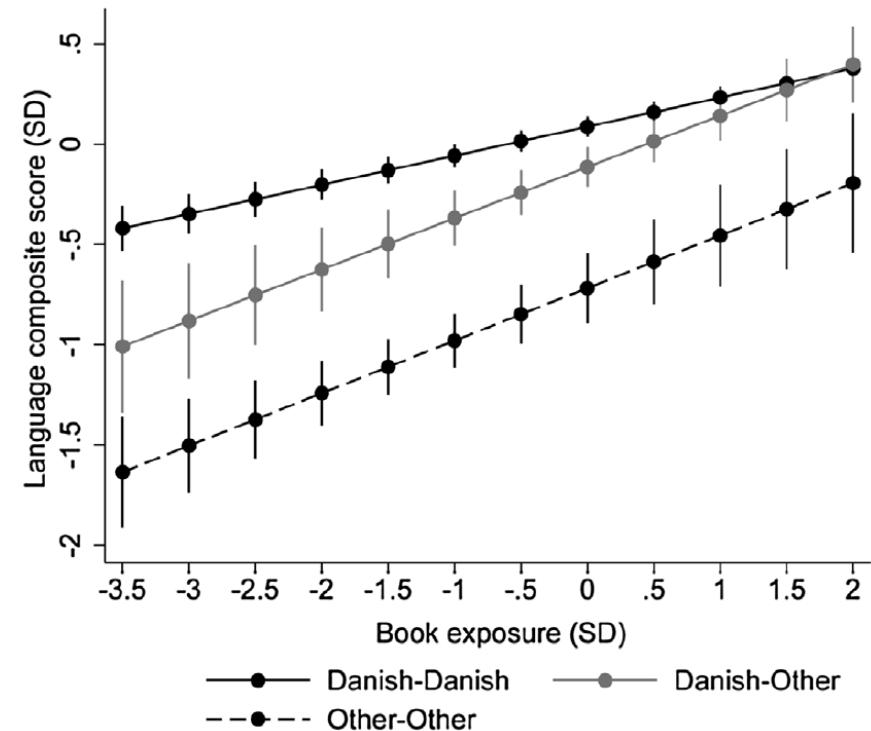
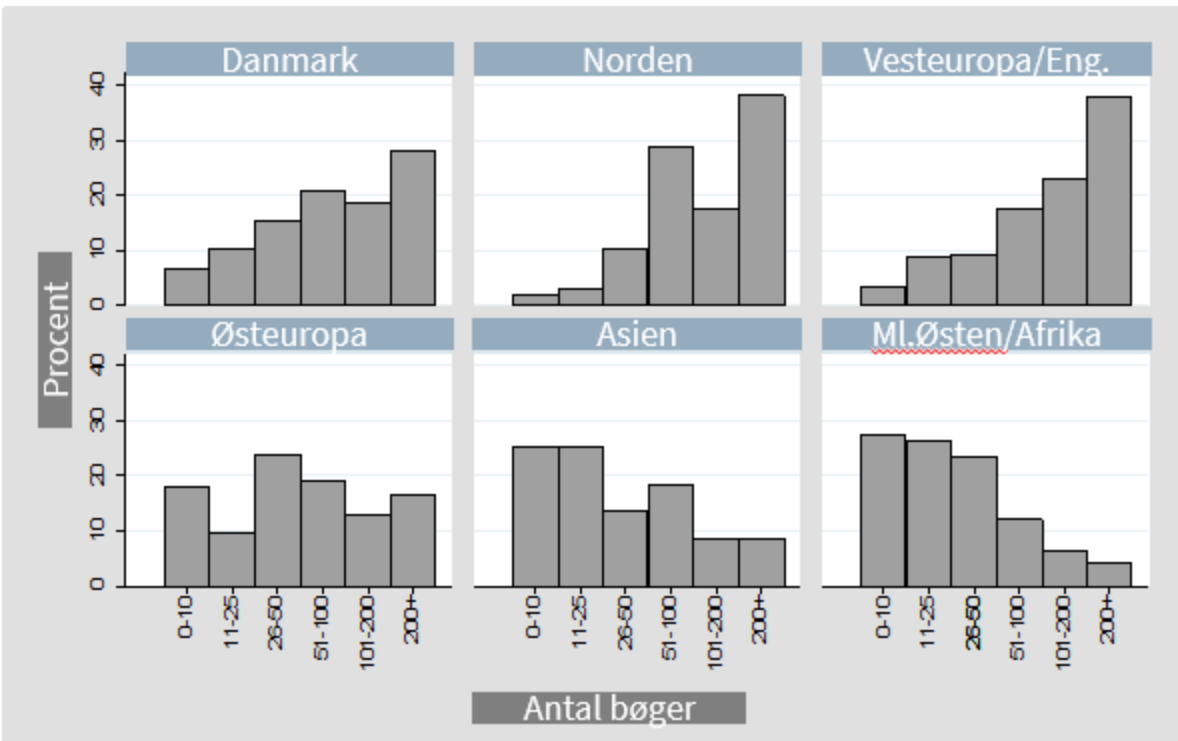


# Spansk og engelsk i USA

- Hvis børn får godt spansk med hjemmefra, kan engelsk bygges ovenpå – *additiv*
- Hvis børn ikke får spansk med hjemmefra, erstatter engelsk spansk – *subtraktiv*
- Men stadig positiv sammenhæng mellem engelsk i hjemmet og engelsksproglig udvikling
  - Men kan være relateret socioøkonomiske sammenhænge og hjemmelæringsmiljø

# Hjemmelæringsmiljø og socioøkonomi

- Hjemmelæringsmiljø i nogle indvandrergrupper i Danmark er svagt
- Samtidig er hjemmelæringsmiljøet *vigtigere* for tosprogedes udvikling af dansk i førskolealderen (Højen et al. 2021)



# Hjemmelæringsmiljø og socioøkonomi

- Betydelige socioøkonomiske forskelle

**Table 1**  
Basic participant characteristics by parent language group.

	Parent language group		
	Danish-Danish	Danish-Other	Other-Other
<i>N</i>	5169	374	248
Gender, % boy	53	53	54
Age, months ( <i>SD</i> )	59 (7)	59 (7)	59 (7)
Native Danish mother, %	100	40	0
Native Danish father, %	100	60	0
Household income, DKK 100,000	6.66 (4.20)	5.78 (3.73)	3.42 (3.80)
Maternal education, years	15.1 (2.4)	15.3 (2.8)	12.7 (3.5)

(Højen et al., 2021)

**Table 2.** Background characteristics of each group

	Gender (% boy)	Age (months)	Household income, 100,000 DKK ( <i>SD</i> )
Danish	52	53	6.36 (4.27)
Western	50	53	6.57 (6.92)
E Euro	53	54	3.74 (2.58)
Asian	50	53	3.88 (3.20)
M East/Afr	55	55	1.87 (2.41)

(Højen et al., 2019)

# Mange faktorer...

- ...influerer udvikling af sprog og læsning hos tosprogede
  - Forældres socioøkonomi (indkomst, uddannelse)
  - Hjemmelæringsmiljø
  - Type af tosprogethed
    - Simultant/Heritage/"Other-other"
    - Sekventielt/Mixed/Danish-other
- Når der kontrolleres statistisk for disse faktorer, betyder det så *særskilt* noget om forældrene taler dansk eller modersmål med deres børn?

# Forskningsspørgsmål

1. Forklarer sprogbrug i hjemmet i førskolealderen varians i tosprogede børns score i nationale test i 2. klasse – sprog og læsning – når der kontrolleres for type af tosprogethed, socioøkonomi og hjemmelæringsmiljø?
2. Afhænger svaret på spørgsmål 1 af om der er tale om simultant eller sekventielt tosprogede børn?
3. Afhænger svaret på spørgsmål 1 af forældrenes danskkompetencer?

# Deltagere

Table 1. Basic mean characteristics of each bilingual group;  $p$ -value and  $\eta^2$  effect size for group differences (ANOVA).

	Heritage bilinguals N = 276 (56% boys)		Mixed bilinguals N = 376 (53% boys)		Group difference	
	Mean	SD	Mean	SD	$p$	$\eta^2$
Maternal education, years	12.7	3.5	15.2	2.7	< 0.001	0.14
Household income, 100K DKK	3.2	3.1	5.4	3.5	< 0.001	0.10



# Resultater i dansk 2. kl. – sprog og læsning

Table 2. Means and standard deviations for outcome and predictor variables for each bilingual group;  $p$ -value and  $\eta^2$  effect size for group differences (ANOVA).

	Heritage bilinguals		Mixed bilinguals		Group difference	
	Mean	SD	Mean	SD	$p$	$\eta^2$
<i>2<sup>nd</sup> grade Language and literacy outcomes</i>						
Language comprehension	-0.67	1.14	0.04	0.81	< 0.001	0.11
Decoding	-0.23	1.04	0.16	0.50	< 0.001	0.04
Reading comprehension	-0.35	1.02	0.11	0.85	< 0.001	0.05

# Variabler ud over socioøkonomi

Book exposure	-1.35	1.20	-0.01	1.05	< 0.001	0.26
Literacy activities	-0.20	0.91	-0.09	1.01	= 0.143	0.00
Maternal Danish-language skills	3.9	1.1	4.6 <sup>1</sup>	0.8	< 0.001	0.12
Maternal Danish-language use	2.7	1.0	3.8 <sup>2</sup>	1.1	< 0.001	0.21
Paternal Danish-language skills	3.6	1.2	4.4 <sup>3</sup>	1.1	< 0.001	0.09
Paternal Danish-language use	2.6	1.2	3.9 <sup>4</sup>	1.3	< 0.001	0.21
Child's Danish-language use at home	3.4	1.0	4.3	0.8	< 0.001	0.21
Child's Danish-language use in childcare	4.7	0.7	4.9	0.4	< 0.001	0.05
Child's Danish-language use with friends	3.8	1.1	4.5	0.8	< 0.001	0.15

# Hierarkisk regression

- Four stage models
  1. Type af tosprogethed
  2. Socioøkonomi (indkomst, mors uddannelsesniveau)
  3. Hjemmelæringsmiljø
  4. Sprogbrug (både barn og foældre) + forældres danskkompetencer
- Særskilte analyser for
  - Sprogforståelse (language comprehension)
  - Afkodning (decoding)
  - Læseforståelse (reading comprehension)

Language comprehension model		$\beta$	$SE$	$p$	$R^2$	$\Delta R^2$
Stage 1	Type of bilingualism	0.81	0.11	0.001	0.14	
Stage 2	Type of bilingualism	0.53	0.10	0.001	0.21	0.07***
	Maternal education	0.19	0.04	0.001		
	Household income	0.19	0.06	0.002		
Stage 3	Type of bilingualism	0.33	0.10	0.001	0.25	0.04***
	Maternal education	0.10	0.05	0.038		
	Household income	0.13	0.06	0.027		
	Book exposure	0.23	0.04	0.001		
	Literacy activities	-0.00	0.05	1.000		
Stage 4	Type of bilingualism	0.21	0.10	0.041	0.29	0.04***
	Maternal education	0.09	0.05	0.075		
	Household income	0.10	0.06	0.083		
	Book exposure	0.19	0.04	0.001		
	Literacy activities	-0.01	0.04	0.853		
	Maternal Danish-language skills	0.08	0.07	0.219		
	Maternal Danish-language use	-0.01	0.06	0.873		
	Paternal Danish-language skills	0.14	0.07	0.032		
	Paternal Danish-language use	-0.13	0.07	0.059		
	Child's Danish-language use at home	0.07	0.08	0.473		
	Child's Danish-language use in childcare	0.06	0.08	0.578		
	Child's Danish-language use with friends	0.16	0.08	0.035		

Decoding model		$\beta$	<i>SE</i>	<i>p</i>	$R^2$	$\Delta R^2$
Stage 1	Type of bilingualism	0.42	0.09	0.001	0.047	
Stage 2	Type of bilingualism	0.20	0.10	0.039	0.10	0.05***
	Maternal education	0.15	0.04	0.001		
	Household income	0.15	0.06	0.012		
Stage 3	Type of bilingualism	0.05	0.10	0.658	0.13	0.03***
	Maternal education	0.08	0.04	0.071		
	Household income	0.10	0.06	0.083		
	Book exposure	0.18	0.05	0.001		
	Literacy activities	0.00	0.04	0.957		
Stage 4	Type of bilingualism	0.01	0.11	0.962	0.15	0.02
	Maternal education	0.08	0.04	0.079		
	Household income	0.10	0.06	0.130		
	Book exposure	0.16	0.05	0.001		
	Literacy activities	-0.00	0.04	0.998		
	Maternal Danish-language skills	0.02	0.06	0.697		
	Maternal Danish-language use	-0.05	0.06	0.475		
	Paternal Danish-language skills	0.10	0.06	0.073		
	Paternal Danish-language use	-0.01	0.07	0.824		
	Child's Danish-language use at home	-0.03	0.08	0.706		
	Child's Danish-language use in childcare	0.08	0.08	0.455		
	Child's Danish-language use with friends	0.08	0.08	0.294		

Reading comprehension model		$\beta$	$SE$	$p$	$R^2$	$\Delta R^2$
Stage 1	Type of bilingualism	0.49	0.09	0.001	0.06	
Stage 2	Type of bilingualism	0.31	0.10	0.003	0.10	0.04***
	Maternal education	0.14	0.04	0.001		
	Household income	0.10	0.06	0.082		
Stage 3	Type of bilingualism	0.12	0.10	0.229	0.15	0.05***
	Maternal education	0.06	0.04	0.181		
	Household income	0.04	0.06	0.427		
	Book exposure	0.22	0.04	0.001		
	Literacy activities	0.02	0.03	0.671		
Stage 4	Type of bilingualism	0.12	0.10	0.216	0.16	0.01
	Maternal education	0.06	0.04	0.195		
	Household income	0.05	0.06	0.431		
	Book exposure	0.20	0.05	0.001		
	Literacy activities	0.01	0.04	0.748		
	Maternal Danish-language skills	-0.00	0.06	0.947		
	Maternal Danish-language use	0.01	0.07	0.856		
	Paternal Danish-language skills	0.13	0.06	0.031		
	Paternal Danish-language use	-0.13	0.07	0.062		
	Child's Danish-language use at home	0.00	0.08	0.977		
	Child's Danish-language use in childcare	0.02	0.08	0.788		
	Child's Danish-language use with friends	0.04	0.07	0.605		

# Resultater

- Sprogbrug i hjemmet (inkl. forældres danskkompetencer) forklarer varians i tosprogede børns
  - *danskkompetencer*
- Men sprogbrug forklarer ikke varians i
  - afkodning
  - læseforståelse

# Moderation

- Gælder denne konklusion uafhængigt af type af tosprogethed (sekventielt vs. simultant)?
  - Ja!
- Gælder denne konklusion uafhængigt af hvor godt forældrene taler dansk?
  - Ja!



# Opsamling

- Har sprogbrug i hjemmet betydning for nationale test resultater i 2. kl.?
  - Sprogforståelse: Ja – lidt.
  - Afkodning: Nej
  - Læseforståelse: nej
- Hvorfor?
  - Færdigheder på modersmål kan bedre overføres til literacy end til talesprog
  - Mange færdigheder relateret til læsning læres uden for hjemmet

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# Book exposure

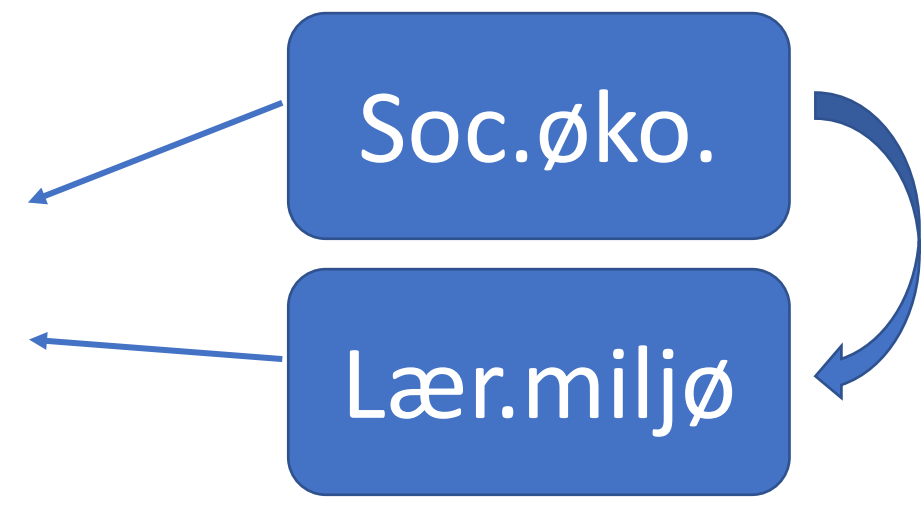
- Antal voksenbøger
- Antal børnebøger
- Hyppighed af læsning med barn
- Barnets alder da forældre begyndte at læse for/med barnet
  
- **Eneste gennemgående signifikante faktor**

# Anbefalinger

- Læs og snak med barnet –
  - Begynd tidligt og gør det hver dag
- Tal gerne modersmål med barnet
  - Det vigtige er at barnet FÅR sprog hjemme, ikke HVILKET sprog
- Stadig vigtigt at barnet lærer godt dansk
  - Venner
  - Dagtilbud



Dansk uden  
for hjemmet



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