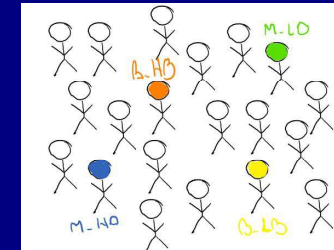


Adjusting our expectations of EAL children

Cécile De Cat

EAL networking event
Leeds, 21st of June 2017

Who is bilingual?

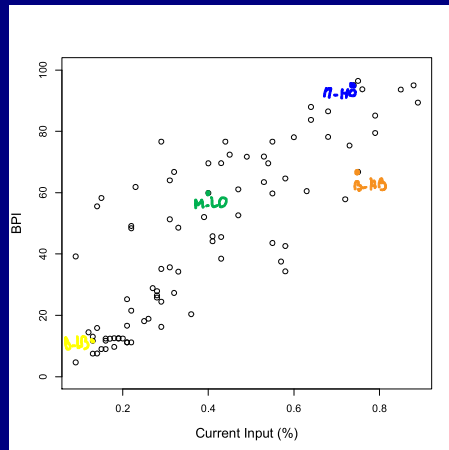


Child	Age onset	Age	Cumulative measures (equiv.months)		Current measures (%)	
			listening	speaking	listening	speaking
yellow	0	6	9	9	13%	13%
orange	0	5;3	47	47	75%	75%
green	3	5;6	48	36	40%	0%
blue	4	6;3	69	63	76%	57%

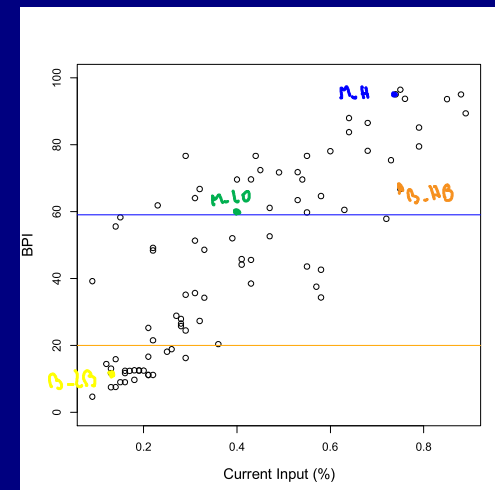
The Bilingual Profile Index

A cumulative measure of experience in the home language

[De Cat and Serratrice(2017)]



1. Who benefits from a cognitive advantage associated with bilingualism? [De Cat et al.(2017)De Cat, Gusnanto, and Serratrice]
2. Who is functionally monolingual? [De Cat and Serratrice(2017)]



What we need to find out




- ▶ **How quickly should EAL children catch up?**
5;6 years of exposure (from onset of formal education)?
[Paradis and Jia(2017)]
 1. Does it depend on how close their home language is to English?
 2. What about older “new-to-English” children?
- ▶ **Can better support help them catch up faster?**
 1. Is it just a matter of more exposure to English?
 2. Is targeted linguistic intervention necessary?
 3. Is support in the home language beneficial?

Would your school want to be one of our research partners?

Thank you for your attention

- ▶ Open-access versions of our papers can be found at <http://ceciledecat.blogspot.co.uk/>
- ▶ Our research was funded by the Leverhulme Trust, which is gratefully acknowledged. Many thanks to the schools (Leeds - Bradford - York) for welcoming us, and to the children for their participation

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-  Paradis, J., Jia, R., 2017. Bilingual children's long-term outcomes in english as a second language: language environment factors shape individual differences in catching up with monolinguals. *Developmental Science* 20.