The effects of growing up in a multilingual environment on a young child’s self-esteem

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This study is a qualitative, interpretivist case study which sets out to examine the effects on a young child’s self-esteem and self-confidence as he grows up in a multilingual environment. The study aimed to look at whether being multilingual would have an effect on his ability to socialise with other children and whether he would feel confident to play with other children in a range of different environments. The study used a range of literature to gain an understanding of the known effects of bilingualism and these were used when analysing the data. Interviews and observations were the chosen methods in support of triangulation (Campbell & Fiske, 1959). The interview was conducted with the mother of the child to gain an understanding of her attitudes towards multilingualism and how she perceives her son’s development. Observations were carried out on the child to observe how he behaves. The data showed limited implications of multilingualism, with mostly positive results. The main finding was that the child was slower to settle into his nursery than other children which was initially a concern for the nursery, but he settled in soon after. All other aspects of the child’s development were not affected by his multilingualism, but simply a reflection of his personality.

Introduction

This study was a result of a research proposal submitted in November 2016, outlining the aims and proposed ideas for the study (see appendix 1). The rationale for this study comes from my own interests in multilingual education and to gain a deeper understanding of the challenges and issues of being a multilingual child and how to support them in an early years environment.
The aims for this study were to see how a multilingual child’s self-esteem and self-confidence are affected by their language ability. I also researched the different ways in which a multilingual child interacts with their environment and others within that environment.

My expectation at the start of the study was that multilingualism has many cognitive and academic advantages for children but that it would disadvantage them socially because of their difficulty to express themselves. Multilingualism is often viewed negatively, as minority languages often have a low status compared to majority languages (Skutnabb-Kangas, 1981). This is something I wanted to research into to see first-hand what the effects are. There have been many research articles that look into how bilingualism is promoted in families with young children (Thornton, 2008; Venables, Eisenchlas & Schalley, 2014) and the effects bilingualism has on language acquisition and competence (Nicoladis, 2003; Haworth et al, 2006) but there is limited research into the social implications of multilingualism.

Some research into this area has stated “no empirical evidence links bilingualism to language delay of any sort” (King & Fogle, 2006, p1), suggesting that young bilingual children have the ability to communicate effectively with their peers, leading to no social difficulties. I wished to look into this and find out whether there are deeper cognitive effects of multilingualism that may affect a child’s self-esteem and self-confidence.

There were two participants in this research; the placement child I have been studying for a period of about 3 years and the child’s mother. I have used pseudonyms for all people mentioned in the research to protect their identity (see appendix 2). I had originally planned to interview the father of the child as well but due to his work commitments, this was no longer possible. Despite this factor I feel that the interview with the mother gave me enough information as she and the father have a shared belief so she was able to pass on his views and opinions. Although I have only recently started my formal research with this family, I have an existing long-term relationship with them which has helped me gain a deeper understanding of their views and values. I have known the family for many years and understand the dynamics and the personalities of their children, especially Joshua, the placement child. Previous knowledge of the family will be referred to throughout this study to support my findings (see appendix 3).

**Review of literature**

For the purpose of this study the words bilingualism and multilingualism will be used interchangeably, as the majority of literature uses the word bilingualism, however the placement child that this research is focussed on is multilingual, hence these words will be used interchangeably when referring to literature and evidence from the study. Before discussing the
literature, it is important to first define bilingualism. There are a range of definitions that cover different areas of this wide topic, but for the purpose of this study, bilingualism will be defined as a “situation where an individual learns two or more languages simultaneously from birth, not consecutively” (Grenfell & Harris, 2015, p555). This type of bilingualism is often referred to as “simultaneous bilingualism” (Baker, 2006, p4) as the child is learning two or more languages at the same time from birth. Dopke (1992, p2) defines this type of bilingualism as “balanced bilingualism” but states that this does not guarantee equal proficiency in both languages as they may serve different purposes for different situations, one language may be used more regularly than the other.

The majority of literature around bilingualism focusses on language acquisition and academic achievement of bilingual children. However this study is focused on the social impact of bilingualism and how it may help or hinder a young bilingual child’s self-esteem and self-confidence.

Promoting high levels of self-esteem is important for all young children, especially bilingual children. Children who do not display high levels of self-esteem lack “autonomy” which is defined as “having a sense of one’s identity and an ability to act independently and to exert some control over one’s environment, including a sense of task mastery, internal locus of control, and self-efficacy” (Benard, 1995, p2, cited in Oades-Sese et al, 2011, p748). Autonomy can be promoted in young children, especially bilingual children through emphasising similarities between them and other children and adults around them. This may involve finding similarities in places, ideas and people (Berne & Savary, 1993). This is an important factor in young bilingual children’s development as it will help them develop a sense of identity which they often lack because of their multilingual and multicultural up-bringing. Brock & Power (2006) emphasise that self-esteem is a key element in the development of successful learning for young bilingual children. They state that this can be done through strong home links between the school and family and ensuring that the bilingual child’s other languages are valued too.

Kahn (1997, p11) discusses different strategies parents can use to promote their young child’s self-esteem. One of those strategies is to create a “deeply nurturing environment… in which their child’s self-esteem can really blossom and flourish”. This is especially important for bilingual children because they must understand that it is acceptable to make mistakes when learning and developing their language. Literature by Dweck (2000) states the importance of letting children experiment, creating an environment where it is safe to make mistakes, raising children’s self-confidence and creativity.

Vygotsky’s (1978) theory of social interaction plays a large part in not only supporting
young bilingual children’s development but also supporting self-esteem and self-confidence amongst young children. Conteh (2015) maintains that social interaction is key to learning for all children. Sibling interactions, like that of Joshua and his older brother Jack can support and enhance language development. If a bilingual child does not feel confident in their environment they will not engage with the other children, so through social interaction, bilingual children can build up their confidence and self-esteem in order to support their learning. This view is mirrored by research by Raver & Zigler (1997) who stated that social competence is valued as a fundamental component of school readiness amongst pre-school programmes.

There has been a change in the state of literature around bilingualism and the benefits of it have been thoroughly evidenced in recent years. Baker (2006) discusses the many benefits of bilingualism, including that bilingual children are more able to engage with activities and thinking on a deeper level. Kenner (2001) also shares this view and states that bilingual children are more creative and flexible thinkers; they have increased curricular achievement and the benefits of having access to two cultures. To explain children’s levels of thinking Bloom’s Taxonomy of Thinking Skills can be used. It is categorised as six stages of thinking skills children develop, ranging from simple to complex and concrete to abstract. The first three are “lower-order” skills: knowledge, comprehension, application; the next three are “higher-order” skills: analysis, synthesis and evaluation (Krathwohl, 2002, p212). Literature by Baker and Kenner suggest that bilingual children engage with higher-order thinking skills, from a younger age.

The benefits of bilingualism have resulted in many parents striving to bring up their children bilingually. There are many different methods parents may use to do this, the most common being the “one-parent-one-language approach” (OPOL) (Venables, Eisenchlas & Schalley, 2014). This approach involves one parent speaking only their native language to the child, and the other parent speaks only their native language to the child. This approach ensures that one of the languages does not take priority over the other and that the children get equal input of each language from each parent. This approach to bilingual language development shows strong links with the behaviourist theory. Behaviourism can be defined as the “notion that an association can develop between a stimulus and a response” (Gray & MacBlain, 2014, p29); the stimulus in this case being the chosen language, and the response being a literal response given or not given by the parent.

The reasons behind this approach are to reduce language mixing and confusion for the child as they are able to separate the two languages by associating each one with each parent (Grammont, 1902). Barron-Hauwaert (2004) also maintains that this approach has benefits for the parents too as it allows them to form a natural emotional relationship with their child through their language. In
the context of this research there are concerns over the OPOL approach. Takeuchi (2008) maintains that normally one parent speaks the society language, however in the case of Joshua and his family, neither parent speaks the society language. This emphasises the importance of literature by Baker (2006) who maintains that this approach is not the only way the child acquires languages. He states the importance of the environment for language acquisition; for Joshua the environment is the only place he acquires English so is highly significant for his language development.

As previously mentioned, there has been a change in the views of researchers around bilingualism and so there are limited negative sources regarding this topic. However, Haworth et al (2006) stated that in order for long-lasting friendships to develop, sustained and complex interaction must occur. This is something that Joshua may not be able to engage with until he is older as his language level currently does not let him access complex language interaction with his peers at this point. This may result in him having fewer friendships than other children of his age which may disadvantage him in the short term.

Other research has stated that bilingual children can be linguistically disadvantaged by social conditions and educational expectations in the home (Bowey, 1995; Heath, 1983; White, 1982; cited in Bialystok, 2001). Similarly to this, confusion on the practitioner’s behalf may lead to behavioural problems if the practitioner is unaware of the child’s cultural background and the expectations set in their home. This is known as “acculturation” where a child has to negotiate a range of different cultures and expectations when put in a new situation (Sanchez, 2001). This can be difficult for some children as they may struggle to understand all the different expectations in their home, clearly linking with Bowey (1995), Heath (1983) and White (1982).

Skutnabb-Kangas’ (1981) work links back to the work of Benard (1995) & Berne & Savary (1993) who all stated the importance of children having a sense of belonging. Skutnabb-Kangas (1981) highlights the issue of a mother tongue amongst bilingual children and that often the mother tongue gives children that sense of identity, however a bilingual child may not have one mother tongue so may not identify with one language or culture, reducing their feelings of belonging to a particular culture. This will be heightened with Joshua as he as three languages to identify with. This may have profound effects on him and bilingual children in terms of their self-esteem and confidence.

**Methodology**

Throughout the research process there were many ethical implications that needed to be considered (see appendix 2). Gaining informed consent from the participants was vital as it involved them in
the research and allowed them to ask questions to gain a better understanding of their role (Danby & Farrell, 2005).

A research brief and consent form was provided for Joshua’s parents (see appendix 4), providing them with a clear understanding of their involvement in the study and how it would be conducted. Gaining consent from Joshua proved to be more challenging. At the start of the study I gained consent from the mother on his behalf as he was what is defined by Alderson (2005, p29) as an “unknowing object” - he was unaware that he was being observed. As the study developed I felt that he was becoming more aware so I decided to gain his consent (see appendix 5). He was then what is defined by Alderson as an “aware subject” - he was aware something was going on and willing to participate within the structured adult-led situations (Alderson, 2005, p29). This approach of seeking informed consent is common amongst researchers, as described by Morrow (2005). As Joshua was still not fully capable of understanding the complexities of my research I decided to gain “continuous informed consent” (Roberts-Holmes, 2014, p57).

This study is qualitative, following the interpretivist view of research (Mukherji & Albon, 2015). Observations and interviews were the chosen methods which allowed me to be involved in the social reality of the participants and how they interact with their environment (Walker & Solvason, 2014).

**Observations**

Child observations were used as a method of data collection. They are recognised as having an accepted place in the care and education of young children (Director & Hutchin, 1998), as they allow for the child to act naturally in their environment and display their normal behaviours.

I had planned to observe Joshua at nursery and interview his nursery key worker but this was sadly not possible due to circumstances out of my control. This was counteracted by adapting the interview questions to the mother to include more on discussions about Joshua’s progress in nursery. This allowed me to still gain an understanding of his feelings and behaviours in nursery.

Observing Joshua in his home environment was important as it allowed him to be natural and for me to see the environment through his eyes. This is a key concept for researchers to understand as children often view the world differently to adults (Bottle, 2007). At the start of my research the observations were open and un-structured, allowing me to gain an understanding of Joshua’s interests. I ensured that I wrote down my notes immediately after the observations so that my feelings and thoughts did not change about the situation (Roberts-Holmes, 2014).

I used the early observation sessions to help shape and direct my research focus. I was then able to undertake more focussed observations of Joshua at a later stage. A mixture of structured
observations and participant observations were then used (Roberts-Holmes, 2010). Participant observations are defined as the researcher becoming involved with the children during observations and allowing the researcher to gain a deeper understanding of the situation and children through being fully involved (Roberts-Holmes, 2014). These were the most effective forms of observation for this study as it allowed me to interact and engage with Joshua in order to understand his feelings and motivations.

Another observation method used was a form of tick-list. A set of criteria was prepared, based on the Early Years Outcomes (DfE, 2013, p15) which allowed me to quickly assess Joshua’s “self-confidence and self-awareness” (see appendix 6, p50). Mayr & Ulich’s (2009) research into children’s social-emotional well-being prompted them to create PERIK – “an empirical based observation scale for practitioners” (Positive development and resilience in kindergarten; in German: Positive Entwicklung und Resilienz im Kindergartenalltag). This research influenced me to create my own scale/tick-list to use in my observations with criteria to look for during each observation.

The third method of recording my observation data was photographs and video recordings. Permission was granted by Joshua’s mother (and subsequently Joshua) for me to take photographs and videos (see appendix 5 and 6 p49). This form of record keeping favours “participant observation” (Roberts-Holmes, 2010, p32) as I was able to focus on engaging with Joshua during his play, rather than watching from aside and writing notes. Despite its many benefits, Corsaro (1982, cited in Pearce et al, 2010) states that video recording should not be used as the sole record of data but should be used alongside other methods. This is something I took into consideration during observations and I ensured I used all three methods of recording during my observations.

**Interviews**

The other method used was interviews. I used a combination of semi-structured and un-structured interviews with Joshua’s mother. This was a chosen method because they allow for the interests of the participant to be expressed and the topic of conversation is more natural, flowing from one topic to another (Roberts-Holmes, 2014). Similarly to Roberts-Holmes (2014), Cohen, Manion & Morrison (2007, p353) define this type of interview as the “interview guide approach” in which a set of topics and issues are covered but no specific questions are asked. The main benefits of this approach are that the interview remains conversational but the outline allows for an increase in the completeness of data. I believe that this method is the most appropriate for this study as it allows the mother to express her views and opinions without being restricted by a set of pre-determined questions.
Using observations and interviews as data collection methods supports the concept of triangulation, first categorised by Campbell & Fiske (1959). Triangulation is defined as “the use of two or more methods of data collection in the study of some aspect of human behaviour” (Cohen, Manion and Morrison, 2007, p141).

Despite the many positives, triangulation does have negatives. Data is not easy to interpret as researchers may gain different opinions/answers from the same people through different data collection methods (Perlesz & Lindsay, 2003). This view is also mirrored in literature by Johnstone (2007) who asked the same question: how researchers might handle conflicting evidence in their research projects.

Contrasting to these negative views, Jick (1979) & Patton (2002), state that the multiple viewpoints gained from the triangulation approach allow for greater accuracy of the interpretation of the research findings. I found the triangulation approach to be effective as it allowed me to gain different perspectives from different people.

Results and evaluation
The various methods of data collection used in this study have highlighted three main themes; autonomy, language acquisition, and academic ability. These three themes show a range of results that all have implications for Joshua’s self-esteem and self-confidence. They will be discussed in relation to my original ideas, literature and the research findings.

1. Autonomy
The first main theme links directly with Joshua’s self-esteem and self-confidence and relates to the Prime Area of Personal, Social and Emotional Development in the EYFS (DfE, 2014). My original thoughts were that he might be disadvantaged socially because he would be unable to communicate with others, lowering his self-esteem. In accordance with the Early Years Outcomes non-statutory guidance (DfE, 2013, p14) a child of his age (30-50 months) may be showing ‘typical development’ when they are “confident to talk to other children when playing”. The data collected showed that initially he was indeed very shy and didn’t enjoy group activities with other children; however, as shown below, he very quickly settled into his nursery and enjoys playing with his friends. His reluctance to join in at the start must not be ignored however, and may well have been a result of his multilingualism as he did not feel confident to speak with other children. The literature stated that bilingual children will often lack a sense of “autonomy” (Benard, 1995, p2) or sense of identity and belonging, lowering their self-esteem. Brock & Power (2006) referred to self-esteem being vital in
the development of bilingual children and that through a safe and stimulating environment they can make mistakes with their language and therefore increase their self-esteem.

**Extract from interview (appendix 7):**

Lines 3-16: Mother: When he first started (nursery) he was very quiet….. He wasn’t joining in group activities as much as other children and he much preferred to play by himself. Now he’s made two good friends and we go and play together. Yesterday the teacher said to me he has settled in beautifully, he’s made friends and joins in a lot more.

The data collected shows that Joshua was reluctant to join in with activities at his nursery at the start but now he is settled he has good levels of self-esteem. He is however by nature an independent learner, so enjoys playing and learning on his own and doesn’t need lots of interaction with other children. I have knowledge of Joshua since he was a baby, and of his older brother, and he has always preferred playing independently and for prolonged periods of time, unlike his brother. Triangulating this prior knowledge with the interview data highlights for me that in this specific case, bilingualism has not had any long-term effect on Joshua’s self-esteem.

2. Language acquisition

The development of Joshua’s language has a huge impact on his self-esteem so must be discussed to gain the full picture of his development. My original view of his bilingualism lead me to believe that he would be disadvantaged socially as he would not have the linguistic capabilities to communicate with his peers. However, my research has shown me otherwise. All of the observations clearly show that he has a wide range of vocabulary in English and is able to converse with anyone and is able to identify their language and give appropriate responses in the same language. This is in line with the Prime Area of Communication and Language in the EYFS (DfE, 2014) which states that Joshua has a typical level of ‘understanding’ for his age if (among other things) “responds to simple instructions” (DfE, 2013, p6).

The extract shows that his language ability, although basic, is of an adequate level to enable him to communicate and interact with other children and adults. Throughout the observation Joshua was confident to talk to me and explain what he was doing and as shown above, his language ability is of a level that is easy to understand. This is in line with where he is expected to be for his age as he “Uses talk to connect ideas, explain what is happening and anticipate what might happen next.”
His mother had noted to me that she realises Joshua speaks with a slight accent when speaking English, making some words harder to understand than others but this is something that will reduce as he gets older and is exposed to more and more English.

Concerns over a bilingual child’s lack of autonomy and language development can be resolved through the use of the OPOL approach (Venables, Eisenchlas & Schalley, 2014). Throughout the research I identified this approach to be the one used by Joshua’s family; his mother only speaks to him and responds in Chinese and his father only speaks to him and responds to Spanish. Not only does it improve Joshua’s language ability as all three languages are used equally, but it also allows Joshua to identify with each parent and the language they speak and gives Joshua a sense of his autonomy, improving his self-esteem. The mother viewed this approach as imperative to the success of Joshua’s multilingual language development (see extract below).

**Extract from observation 1 14.4.16 (appendix 8):**

Lines 15-20: (Saw baby was upset) “He’s crying”

(Whilst playing with toy car) “He’s eating baby’s present”

“He’s hiding in table”

“I found a new baby present”

“He eat baby’s card, we got to make a new card”

“He’s finished”

**Extract from observation 2 30.12.15 (appendix 9):**


Line 31: Speaks mixture of all 3 languages when playing by himself.

Lines 36-37: Can identify all languages when asked, knows who speaks each language and the names of each language.
The observations of Joshua in conversation with his mother, father and grandmother simultaneously highlighted this to me as he was easily able to switch between all three languages and showed no signs of hesitancy, embarrassment or confusion.

Not only does the OPOL approach improve Joshua’s self-esteem through identifying with each language, but the literature stated the importance of social interaction to increase a bilingual child’s self-esteem (Conteh, 2015). This was mirrored in the data where clear correlations were found between Joshua’s confidence when exposed to little social interaction (before starting nursery) and when he was exposed to lots (once at nursery). At the start of nursery he was reluctant to join in but once he was used to the environment and the interaction between other children, he became more willing to join in.

Literature on bilingual children’s language acquisition also states that bilingual children are often unaware that there are multiple languages, until they are the age of around three years old (Nicoladis, 1998). In the extract above it is clear that Joshua is aware that he speaks more than one language, although during play by himself or with his brother he tends to mix all three.

3. Higher-order thinking/concentration

The third key finding from this study was Joshua’s cognitive ability. The research has highlighted some important findings, linking academic ability to social development.

All the literature around bilingualism supports the idea that bilingual children are academically advantaged due to their ability to develop higher-order thinking skills (Bodrova and Leong, 1996). When interviewing the mother, she expressed that Joshua engages very deeply into topics and that it has been noticed in his nursery too.

**Extract from interview with mother “appendix 7” (p51):**

*Lines 6-7: Mother: (Talking about nursery) “They said a lot of times children get together to solve a problem but Joshua doesn’t do that because he can do it by himself.”*

*Line 22: Mother: “Teacher said he’s got a very good memory.”*

This extract not only highlights the fact that Joshua is able to complete activities independently but also may give reasons for the nursery’s concerns about Joshua not joining in and taking longer to
settle in. His higher academic ability and concentration levels mean that he does not require support from other children and would simply prefer to complete tasks independently.

The fact that Joshua is able to interact with activities on a deeper level than some children and that he is able to concentrate for longer periods of time correlates with the literature. Despite this, through further conversations with Joshua’s mother and my knowledge of him when he was younger, I conclude that his ability to focus on tasks for an extended period of time and his deep knowledge and interest in complex topics is mainly due to his personal attributes, and not a result of his multilingualism. Prior to research, it was always noted how Joshua would enjoy solving puzzles way above his age range on his own for a long period of time, even from very young.

These research findings highlight the limited correlation to the literature around bilingualism. Joshua was slower to settle into his nursery than other children and the nursery did have some initial concerns but he was soon settled in and now enjoys it very much, showing a willingness to play and socialise with other children. Joshua’s language is at a good level for his age, allowing him to communicate effectively with his friends in English and has not impacted his self-esteem or self-confidence. His academic ability is above average for his age which would suggest links with the literature. Knowledge of Joshua throughout his life shows this is due more to personal attributes.

**Conclusion**

The main aim of this study was to research the implications multilingualism had on a young child’s self-esteem. Many challenges were faced during the research as measuring a child’s level of self-esteem proved to be difficult. The main research finding for this study was that despite my initial thoughts about multilingualism having an effect on a young child’s self-esteem, due to their language ability, the results show there appears to be no clear correlation between these two in the long-term. Taking this into consideration, Joshua did appear apprehensive when first attending nursery but this was quickly resolved and he is now very sociable with all the other children and adults in the setting. The main reason behind my thinking for him having low self-esteem was due to his low levels of language but throughout the research this again has appeared not to be an issue. Although he may have experienced slight language delay, he is competent enough to hold a conversation in all three languages he speaks. His language competence may have been influenced by a range of factors; his innate academic ability, interaction with older brother and the OPOL approach used by parents.

This view is mirrored in some of the literature around bilingualism, especially King & Fogle (2006, p1), who suggest that there is “no empirical evidence linking bilingualism to language delay
of any sort”. This contradicts a lot of other literature around bilingualism which historically has stated that bilingual children will develop language later than monolingual children.

For the duration of the research period I found there to be limited literature around the topic of bilingual children’s self-esteem and self-confidence so a few key pieces were picked out and analysed in detail. One literature source that was particularly informative was Oades-Sese et al (2011) who wrote about bilingual children who lack a sense of “autonomy”.

The literature also highlighted the importance of social interaction for bilingual children and the links with Vygotsky’s (1978) social constructivist theory. Literature on the OPOL approach showed most positive outcomes - these were reflected in the outcomes of this study as well.

This study has confirmed my view that bilingualism has a positive outcome for young children’s cognitive and academic abilities. All recent literature states the benefits of bilingualism, including academic ability and the research data mirrored these views, highlighting the fact that Joshua has a high academic ability and the ability to multi-task and memorise facts. Contradicting this however, was the outcome of Joshua’s self-esteem and self-confidence. My initial understanding, backed up by the literature, was that his self-esteem would be lower than monolingual children’s as he would lack a sense of belonging and be unable to communicate with his peers. This was contradicted as the data showed no lack of self-esteem or self-confidence in Joshua and he was very able to make relationships with his peers. I conclude that the anomalies in the data were down to his personality.

This study has greatly deepened my knowledge of bilingualism and its overall implications for young children. It has highlighted many different advantages and disadvantages for bilingual children and how, as a practitioner, I should work with bilingual children in my class. In future classroom practice I will always ensure I promote strong home-school links for bilingual children as this enables the child to feel nurtured and supported in all their languages. I feel that I am now in a better position to give advice and support to multilingual families, as a result of this research.

Extending this research on a long-term basis would allow for a wide range of outcomes to occur. For example, the long-term effects of bilingualism on a child over 10+ years would create some interesting results. As a researcher I am interested to know how Joshua’s family will continue to develop his bilingualism and whether as an adult he will still be equally proficient in Chinese, Spanish and English.

The overall research findings resulted in there being no correlation between multilingualism and a lack of self-esteem and no major language delay in multilingual children. As was mentioned, it became clear throughout the research process the difficulty in measuring a child’s self-esteem so
this is something that could be looked into in more detail if further research was to develop further in any of the areas stated above.

**Recommendations**

This study was a case study research so recommendations for the family have been kept to a minimum. I wish to encourage the family to continue to bring up their children multilingually as this research has shown the benefits of this. The use of the OPOL approach has proven to be an effective method to promote multilingualism so the family should continue using this approach with their children.

To build the children’s self-esteem it would be encouraged to continue to provide a safe and stimulating environment for the children, allowing them to experiment with language and expressing their feelings.

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Appendices referred to in this article can be viewed via the Supplementary Files link in the menu to the right of the screen.