

# Monica

**Michelle Andrews:** [00:00:00] Hey there, I'm Michelle Andrews and I'm your host for the Pep Talk podcast. This episode is about supporting language development for children who are bilingual and or multilingual. There are so many myths that are common surrounding this topic, and my speaker today is going to bust those myths and help direct us to how we can support bilingualism.

**Michelle Andrews:** My speaker today is Monica Mo Misa. Hi there, Monica.

**monica\_molmisa:** Hi Michelle. Hi everyone.

**Michelle Andrews:** Hi, let me just tell everyone a bit about you. Um, Monica is a bilingual speech and language pathologist in the Philippines, certified under the Philippine Association of Speech and Language Pathologist. , graduated from the University of the Philippines, Manila in 2012, and has been practicing since then with the pediatric population from pre-K to.

**Michelle Andrews:** She also took an AAC certification course in 2017 and has been practicing as an AAC specialist since 2018. [00:01:00] Um, first though, we need to go over some formalities for the course by going over our financial disclosures. My financial disclosures include I have a Teachers Pay Teachers boom, learning and Teach with Medley store.

**Michelle Andrews:** All under Pep Talk llc. I am also the founder and manager of Pep Talk in the Pep Talk podcast. And Teach With Medley is also a sponsor for this podcast. My non-financial disclosures include, I have a stock participation plan with teacher with Medley. Monica's financial disclosures include, um, she has a teacher's pay teacher's boom learning and made by teacher's store under Mo Misa Ventures Corporation and her store names are, speak and teach pH.

**Michelle Andrews:** Monica's non-financial disclosures include she is on the Boom Learning Advisory Board for 2022 to 2023. she's an admin of speech therapy support and tips for Filipino family Facebook group. Now, here are the learner objectives for this.[00:02:00]

**Michelle Andrews:** Um, number one, list two common myths of bilingualism and multilingualism. Define code mixing in code switching and state why it happens. And , give an example of how we can support bilingualism. Okay, let's

get started. Today we are talking all about bilingualism and multilingualism. This can sound overwhelming at first, and we might even still believe some of those myths about language development with more than one language at a time.

**Michelle Andrews:** But Monica here is gonna help shed some light on all those myths and, and share the truth , I am so excited to introduce today's guest speaker, Monica moa. Hi there again. Monica, say hi again for

**monica\_molmisa:** Hi

**Michelle Andrews:** Hi.

**monica\_molmisa:** thanks Michelle, actually for having

for this podcast, episode

**Michelle Andrews:** Yes. Thank you so much for joining me. Um, we have rescheduled this so many times.

**Michelle Andrews:** The time difference is what? About 12 hours . It's morning for me. It's night for you,

**monica\_molmisa:** Yeah,

**Michelle Andrews:** Yes. And, [00:03:00] but we are here. We finally did it. We found a time that works and, um, I'm so excited to learn from you. , Monica, so I gave a a little bio about you, but can you go ahead and tell us a little bit more about yourself?

**monica\_molmisa:** Okay. So I think it has been mentioned that there is a about 12 or 13 hour difference. That's because I was born and I grew up and lived in the Philippines all my life. So just to explain, if you're not familiar, where the Philippines is. What the Philippines local looks like. So Philippines is actually an archipelago.

**monica\_molmisa:** It's a country in Southeast Asia and usually foreigners come here for beaches because we have great beaches here. So if you have heard pua probably, or Baraka, those are some of our famous beaches. And we have, um, 7,600 or more islands that are broadly categorized to three main geographical divisions, which. S and mind now, so I'm explaining this because it has something to do with the [00:04:00] language. Like why is it our topic for

today? Why is bilingualism and multilingualism our topic for today? Uh, again, although Filipino is our national language, we have many ethnic groups and mostly these ethnic groups have their own language.

**monica\_molmisa:** For example, we have the three main geographical regions, right? Lasan, visa, and Minda. Just in the zone alone, we have five major languages, which includes, for example, in the region. One of the regions we have Ilocano somewhere in the north, panga se in Central Lu zone, and of course Tagalog, which is the foundation of the Filipino language, our major language. Um, since it's, uh, it's the foundation, uh, the difference is is that it has some borrowed Spanish words, especially. We have been, um, of course in the past there's a history that the Spaniards has been here. So aside from these language, our primary medium of instruction is English [00:05:00] and Filipino mostly. We actually mostly use English whenever we are in an academic setup, so that's why English and Filipino mostly are national. So I grew up and lived in a country that are, that is mostly bilingual and multilingual. And as a speech pathologist, I think this is one of our challenge that we have to consider all of these factors whenever we are dealing with a child. Quite common that we, LPs would meet a child we're in, they have a parent which is Filipino or English speaking and. There would have a nanny. It's not in the Philippines. The setup is not like in the US we're in. Sometimes the babysitter will just go in and then they would leave, and then they would leave the house.

**monica\_molmisa:** But most of the times the nannys here live with the family of the child. So which means the, the child already has direct exposure with what language the nanny is carrying. So it's quite common. We. The parents have, for example, Filipino and English [00:06:00] as their language, and then the nanny would come in and they then they would have a different

**Michelle Andrews:** Mm-hmm.

**monica\_molmisa:** wherein the nanny communicates usually and mostly with the child most of the time. So I believe these are the circumstances that got me interested with language and linguistics in general and with the topic itself. I believe that language itself is beautiful and it's beautiful because it is in strict. It is intrinsic to the expression of our culture. It expresses our culture, it connects us to our heritage, and it allows us to communicate our different beliefs and customs.

**monica\_molmisa:** So that's just a bit of my background, just to and explain a bit to where am I coming from. So there.

**Michelle Andrews:** Yeah, that's perfect. Thank you for explaining that and , letting us know where you come from and what the language is like, where you're from and. , really, that's how you have so much experience on this topic. You are very well versed in what it's like to grow up multilingual culture.

**Michelle Andrews:** And, , [00:07:00] all the speech therapy, , kiddos that you see are in the same situation, you know, hearing more than one language. That's so, so perfect. So I think there, we've gone over this a little bit, Monica, but I, I think there's a lot of inform. Swirling around that isn't accurate.

**Michelle Andrews:** I know lots of parents, you know, maybe believe some of these things, even some speech language pathologists. , let's go over some of those common myths. , when it comes to bilingual and multilingualism,

**monica\_molmisa:** Okay. So yeah, there are lots of myth circulating about bilingualism and multilingualism and sadly, it even, um, it is circulating, not. Around the field, but even in our field. So, um, some of the most common misconceptions are first is that bilingualism can cause delays. I don't know how many times I have heard this misconception in my entire practice, which is I think linked to the second most common misconception, which is that bilingualism can cause confusion. So let me back up a bit and, uh, just [00:08:00] explain further. How can we bash these myths? I remember countless encounters where in a parent or teacher would ask me if having a language exposure to different languages at home confuses the child, and as a result, it causes language delays and it's sad that. they heard these misconceptions sometimes even from professionals like doctors, wherein of course they are doctors, so they, the pa, the families would probably believe this misconceptions, but I would always tell them that, number one, there is no empirical evidence that says bilingualism can cause language delays. On the contrary, the research is clear that bilingual infants readily distinguish their two languages and show no evidence of confusion. Even if you are, you expose them to these different languages. And the thing is that if a child is a late talker, The child is delayed, whether or not the child has exposure to one or more [00:09:00] languages, and we should take note that if a child does have a delay, will usually occur not just in one languages, but in both languages.

**monica\_molmisa:** So you could see that bilingualism does not have something to do with delays or disorders, that if a child is delay, usually it would present in both languages, not just in one language. All the more we know the difference between delays and disorders, right? So even children with language disorders, in fact, are capable of learning more than Lang one language.

**monica\_molmisa:** So we should not discount and we should always pursue competence that these children can actually learn more than LA one language, even though they have delays or disorders. bilingual children may mix up grammar rules or sometimes they would interchangeably use two languages in a single conversation, it does not mean that they are confused. In fact, it is common and it is a normal stage of bilingual, of the bilingual [00:10:00] child's development. So it's actually just common. It's normal, it's natural. this is especially true for school aged children, for preschool aged children. As the language mixing stage is most often occurring, or it occurs mostly between the ages of two to four years old, so as long as you give them lots of rich linguistic input and provide them with good language models, you're good. Again, I've mentioned that it's sad that these misconceptions that that circulates our field. It is quite common and sometimes you even even hear it from some professionals, which the, the result is that the pair, some of the parents, it's sad because some of the parents would even inhibit themselves from using their native tongue around the child, especially when they hear the advice of the other professionals. This is on top that sometimes they would say, Maybe we should just [00:11:00] use English. Perhaps not just use the native tongue wherein they are more comfortable using their own native language. This is also on top of the, what I, I mentioned previously that English is their primary medium of. Instruction in school, and usually the, the grammar rules in English are easier to teach than our own usual, than our own native language. Which brings us to our third myth. The third myth probably that I would, um, mention in this podcast is that there is a myth that. When you reduce to one language, it'll actually improve the child's chance of success in language learning. can't remember how many times I've been told that we should focus on just one language.

**monica\_molmisa:** Just one language. Probably let's just not expose the child. While there is no evidence indicating that limiting a bilingual child, the one language will improve the child's success, there is no evidence [00:12:00] it does anything, it might even cost more difficulties for the child in the whole family in the the long run, I mean, for example.

**monica\_molmisa:** Um, there is one instance wherein I received a child for evaluation and the parent disclosed that they've tried to implement only one language at home that child has a language Well, it worked for a while. Again, the nannies live with them. It was not sustainable in the long runs since when the parents would leave the child to the caregivers, the child would still have other language exposure since the nannies were not fluent in English.

**monica\_molmisa:** So that's the, the, the parents were, mentioning that they are only imposing one language at. So in stories as such, we can see the difficulties and the impact it might cause in the long run. When you inhibit the use, the, the, the language that you are comfortable with, the advice always is to use the language that you are comfortable with.

**monica\_molmisa:** We are [00:13:00] here, we use language for us to be able to communicate. So you should always use the language you're most comfortable with because aside from the emotional and the psychological difficulty, it can cost to the family. You inhibit them to use what they are comfortable with. It can cost difficulty because they are unable to communicate the child.

**monica\_molmisa:** And the child in the long run might even feel more isolated and being unable to connect with the family. So these three are some of the most common misconceptions I guess, that we need to address. So first one, that bilingualism can cause. Can cause language delays. Number two, that bilingualism can cause confusion.

**monica\_molmisa:** And then the third one, that reducing to one language will improve the child's chance for success in language

**monica\_molmisa:** learning. So these are some of the most common misconceptions that we have to bust. So there.

**Michelle Andrews:** Thank you, Monica. You explained that so well and really that's such a good [00:14:00] point, about how that could really just derail the culture and just, , what's natural for that family and how that could actually cause more issues and just not be the best environment for the child's learning.

**Michelle Andrews:** That's, that makes total sense.

**Michelle Andrews:** So when the. Or a person, um, uses more than one,

**Michelle Andrews:** than one Language in the same sentence or in the same, um, conversation. There's some terms for that.

**Michelle Andrews:** There's two terms that I want us to go over they can be a little bit confusing. So I would like for you to, them a little bit further and then let us know kind of how and why they are.

**monica\_molmisa:** Hey, sure. So. I think common terms that we usually need to explain is that what is the difference between code switching and code mixing,



**Michelle Andrews:** Mm-hmm.

**monica\_molmisa:** here's how code switching and code mixing are defined by literature. So let's take first code switching. Code switching from the word itself. Code switching. Code switching is the ability to switch or to. [00:15:00] Between two or more languages in the conversation. Usually, an example of this is when a speaker starts with one language and then ends the conversation with another language. You just switch between the two languages, so that's code switching. Code mixing, on the other hand, refers to the transferring of linguistic or grammatical elements from one language to another.

**monica\_molmisa:** So it's really mixing languages. One example perhaps that I would give for code mix mixing, I hope you would be able to visualize it, is from a child, a child of a colleague of mine actually. So the child is a neurotypical four year old girl. And it's funny because since the child is a colleague, a speech and language, but.

**monica\_molmisa:** Path pathologist. So the mother usually keeps a log of her language sample. So I would see the development as well from time to time. So it's quite interesting how the child progresses in terms of language. So for you to understand the exchange, I [00:16:00] will explain also a bit of our language. So in Philippine, no also. In English, right? We have this base, ver base form of the verbs wherein you attach, uh, the prefixes or the suffixes. So it's either, um, when you attach a prefix or a suffix, it changed the meaning of the whole word. Um, in our culture or in our language, we can Actually, when you add a prefix or an in fix, usually it's not really a softix, but we usually have in fix, so within the word we have like, um, um, some of those words in as in fix, and then it changed the whole meaning.

**monica\_molmisa:** So in terms of morphology, we have to like consider those as well. So back to the story. so in the, in the exchange, the used, what's the word, tap. Tap English means throw as in, throw the garbage. So the correct form of the Filipino word. If [00:17:00] you are referring to a garbage collector, someone who throws is tag tapon. So it means in English, direct translation is the one who throws if you are to translate it directly. So here's how the bilingual child says it in one of the exchange, mommy. tapers came here and tapon, I mean, take away the box. So again, mommy, the came here and tapon, I mean, take away the box.

**monica\_molmisa:** So it's actually mostly in English, but it has some Tagalog. The, the child code mixes there. So if you were to analyze the child's utterance, again, the Filipino word was tap on her throat. That's the base form. So instead,

because the child doesn't know what the, the English term for a garbage collector is, so we know that in English, if you add the suffix er at the end of the word, it usually denotes a person, like for example, paint to painter.

**monica\_molmisa:** So, Because the child knows [00:18:00] that grammar rules and she doesn't know the term for English. So she used Tapo nurse as the subject and then Tapo. And we know the exchange that the child was telling, uh, a story about a garbage collector collecting the garbage and they throwing it, taking the box away. So, we know that tapon, when you add ed to it, is that it makes it a fast tense.

**monica\_molmisa:** So that's all, that's a, that's a clear example of code mixing. So now, um, you were asking, uh, why do people code switch or code mix? I think from one of the exchange, one of the common reason is that why we do code mixing or code switching. Number one is that there is no exact words or similar word in the. So code mixing or code switching sometimes is there to fill a gap. So some example, for example, in our, in our culture, there is no direct translation for juice. So juice, we, [00:19:00] uh, we usually, we borrowed it from English, then we use it directly in, even in Tagalog. So since we don't have a director, so let's buy Zeus. So that's a direct translation of it. supermarket again, for example. So when we have supermarket here, um, we have the terms Palanke and Pam. So Palanke is a market that's the wet market, Pam, to describe the market itself, but it's not, act the same term as supermarket as in the retail store in the mall.

**monica\_molmisa:** Where're in, you buy groceries or food. So come code switching and code mixing in Filipino are so common. that we have another term for the language. we have this term tagl in our country. Tag means Tagalog in English wherein you combine. It's so common here, like code mixing is so common that we have a term called tagl, or as conventional writers or linguist would say, [00:20:00] conversational Tagalog.

**monica\_molmisa:** So that's how common it is in our, in our. So as earlier, it's not only in English that we have borrowed terms, so we also have Spanish words that are borrowed and incorporated in our Filipino culture. Some of those words that we have borrowed are, for example, Encanto, you know, Encanto, the from the film Encanto.

**monica\_molmisa:** So it, which means Spell or Enchantment in Tagalog we. refer to as an EL fairy or maybe a or dwarf. So that's, that's how we refer to as in canto. We also as as in in Spanish as or the head of the police, that's actually a



borrowed term as well. So we use that in our Filipino language. So because there is a lack, there is no direct translation.

**monica\_molmisa:** We actually borrow language and sometimes it makes us in our language as well. So that is how that. One of the reasons why, why code switching or code mixing happens. Another reason why, why [00:21:00] code switching or code mixing happens is that number, number two is that for social reasons such as to express a group identity or intimacy because there are some words, for example, that can only be found in certain cultures. Code switching therefore is needed to. Local reality such as there are food birds such as um, and culture specific Lexi terms. For example, food birds such as Adobo wan, south Salk is dipping sauce. We don't usually term is a dip as dipping sauce, so we would refer to it as sa Salk. So that's food terms. example, we have familial terms as well as is, I'm not in English. It's, it doesn't, usually, when you have a brother, you don't call them as if it's, if it's older. So we have that here. We usually have a level, usually, so an older sister is an, an older brother is a. [00:22:00] It's much like similar in the Chinese culture where in they have words like AA or the el, that's the eldest brother in, in Chinese, or they have Achi, that's the eldest sister in Chinese.

**monica\_molmisa:** So they have those kinship terms. Another example that is really, um, of our culture, and which is why we do code switching or code mixing, is to express respect to the elderly. Because we are really, like, it's a big thing for us if you are older in terms of age, we really give respect to them. That is why in our language, we have words like PO or not respect for the elderly.

**monica\_molmisa:** So we, it's common for. To hear something like, thank you Paul. So thank you. Is you're giving, um, you're giving respect. You're saying thank you to someone who's older. So it's quite common for you to hear that. So those are the first two gks. Another reason is that for pragmatic [00:23:00] reasons, such as when you are narrating, when you're protesting or you're giving emphasis, sometimes you would repeat something, you will translate it in another language just for you to reiterate a. So bottom line, whenever people do code switching or code mixing it is to provide the fastest, the easiest, and the most convenient way of saying things. So in, in, in our natural language, we do code switching or code mixing because that's our most comfortable way in doing so. So those are some of the things why we do code switching and code mixing.

**monica\_molmisa:** So I hope you get from all of those examples

**Michelle Andrews:** Yeah. Yes. Thank you for explaining all of that. And really, it sounds like code mixing and code switching is actually very impressive. It's such quick thinking, you know, on, you know, in the middle of a sentence or in the middle of a thought, just bringing in another word that just helps make the point easier.

**Michelle Andrews:** Or maybe if there's not a word for it in your language, oh, I'll just pick a word from [00:24:00] another language. It just sounds very impressive to me, actually. That's very, very good to know. For therapists working with families that are bilingual or multilingual, um, to know kind of the why, uh, what's, what's kind of going on, code-switching or code mixing.

**Michelle Andrews:** That's very helpful to know. Thank you. So when we're working with, family, , that is MultiLing. , what are some ways that we can respond, um, as someone is code switching or code mixing? , what are things that we can do, um, to respond appropriately?

**monica\_molmisa:** Okay, so when someone does code switching or code mixing, you should remember the triple A approach. So just for you to remember it quickly, I would call it the triple A approach, just to strengthen the chance vocabulary in one language. For example, you're working on one language. You can use this approach when someone does code mixing or code switching. The first one is to attend. Then acknowledge and then amplify. When I say attend, you should observe the child's says ob, investigate the [00:25:00] function in its meaning. Like why is the child code, um, mixing or code switching? Is it because the child doesn't know the specific term in English? Or there is a specific term in a certain language, so you should investigate its function and meaning.

**monica\_molmisa:** So once you. and attend it the way you should acknowledge it. Of course, it's important to always, in any, in any circumstance, that we acknowledge and recognize the child's communicative attempts. In any case. It of course, builds confidence for the child to learn another language. It builds them up whenever we acknowledge them. So acknowledge what the child is saying either through commenting or through answering their their questions as long as we respond to them, even just affirm. important that we acknowledge them. And then the third one is for example, there's a knowledge gap or gap in terms of a vocabulary. we should build on the child's words by modeling in the target language. Use vo new vocabulary or words that [00:26:00] perhaps your child is not familiar with, just so we can build up and strengthen the child's language. So those are some of the things that we can do to respond when a child code mixes or code switches.

**Michelle Andrews:** Okay, perfect. I love a good alliteration there. Attend, acknowledge, amplify . That that's gonna, that's gonna stick in my head. That's a perfect way. to remember that. That's perfect. Um, okay. So when a child does have a language delay or disorder or does have, , some sort of diagnosis, are there any negative impacts on language development when presented with more than one language?

**Michelle Andrews:** I know we talked about, uh, a lot of myths about it, but can you just go over, could there be, could there be anything negative?

**monica\_molmisa:** Mm-hmm. Yeah, we have gone over there. But again, let me emphasize that bilingualism does not cause language delay or disorder, and bilingualism does not. Cause confusion, even if a child is presented with other [00:27:00] diagnosis or if a child is autistic. Current shows that speaking to children with other diagnosis in one or uh, two or more language does not result in additional language delay.

**monica\_molmisa:** So again, even if you talk to a child which has another diagnosis, it will. an additional delay if you speak to them or you expose them to two or more language. This means that all child, regardless of the diagnosis, can learn more than one language. In fact, uh, most of the clients I see here are autistic and they manage to be more fluent in Tagalog, in Filipino and English.

**monica\_molmisa:** So they are mostly bilingual. And if a bilingual child presents a language or disorder, The difficulties, again, I mentioned this earlier, that difficulties will be present in both languages. So important to note also that bilingual children, children with significant, uh, with significant language impair [00:28:00] impairments, does not mean that they are more challenged, that they are more disadvantaged than those monolingual children.

**monica\_molmisa:** So it's just even, it doesn't do anything. The current, the research tells us. Bilingualism does not cause additional delays or disorders, and that they are not more or at a disadvantage than monolingual children.

**Michelle Andrews:** Perfect. Yes. All right. I, I feel like we just can't reiterate that enough, , that I think that's just such a common, uh, myth that, that a lot of people think. And, um, it's just so great to, to really,

**Michelle Andrews:** really reiterate the truth there. That's so perfect. . So since there are no negatives, let's go over some more of the benefits actually that, , all children, children with any diagnosis with autism, what are some benefits actually to learning more than one language?

**monica\_molmisa:** In terms of benefits, learning more than LA one language could be beneficial to children with autism[00:29:00] for the following reasons. First is that bilingual environments are helpful in developing better perspective taking. So I mean perspective taking by being bicultural, it means you're exposed to two cultural. Two cultural systems of different rules, of different beliefs, of different customs. Does being bilingual is actually helpful in becoming more aware that the situations may be viewed from different perspectives in which people might or might not share the same perspective as them, so it's actually quite helpful.

**monica\_molmisa:** Number two, a child is raised in a bilingual environment, it will allow them to also use gesture. communicate to, it'll allow the child to use more gestures to communicate their needs and wants. Researchers have reported bilingual bilinguals using language. Um, researchers have reported this that usually bilinguals are seen to have more language [00:30:00] specific gestures in other language, in additions, in addition to. have been shown to use gestures more often than than monolinguals. So in terms of that, they learn more gestures. The third one could be that caretakers interacting in their native language may be able to be more respons. Use and increase variety of communication functions, convey more nuisance emotions and expand on topics of interest, which can lead to better language modeling from the caretaker to the child. Which means that, um, of course if you are using your own language, you're able to convey more ideas, you're more comfortable expressing your thoughts to expand topics of interiors, and of course you are able to show. nuisance emotion. So it's more natural, which be, which gives more, um, language exposure and better language modeling to the child. So that's the third advantage. The fourth one is that [00:31:00] bilinguals can help build more meaningful relationships at home. Of course, if you expose them to more language and if the family is using another. If the child is excluded from the language at home, it might exacerbate the feelings of being different or being left out. If they don't know how to speak the language, they might feel more left out or that they don't fit in the family. So if the child is able to communicate with them, the more that they can interact with the family.

**monica\_molmisa:** So the child can also participate in family gatherings and might benefit from the enriched cultural identity. So those are some Benefits that a child can have if they are exposed to bilingual or multi multilingual environments.

**Michelle Andrews:** That sounds like those are such important, specific, , benefits.

**Michelle Andrews:** That's very helpful in understanding. So what are some tips you would give to parents and professionals?[00:32:00]

**monica\_molmisa:** Mm-hmm. . So regarding the tips, uh, let me start with the professionals first. So here are some general tips, especially when assessing a bilingual child, especially again, if the SLP is monolingual. So number one is that, any, in any, in any circumstance, the case history is very important. A family or a caregiver interview is needed to determine the culture and linguistic biases of the child.

**monica\_molmisa:** So make sure you gather extensive case history and some of the most important information that you would get from a case history is that number one. The number of known language. So how many languages are known at home? The second one is that the age and timing of acquisition, especially if the language is acquired through spontaneous or sequential acquisition.

**monica\_molmisa:** So when I say, um, spontaneous, usually it's the one, the languages that we acquire, um, before the age of three or usually. when we say it's spontaneous, is this the native language of the child or the [00:33:00] L one or the L two? When I say sequential, usually it's the one that's taught in the school, so. So it's the, probably they have have acquired the language through formal schooling, like they learned it in school, or maybe they migrated after the first language of the child has been established.

**monica\_molmisa:** So you need to know the agent timing of acquisition. The third one is the child's , proficiency per language. can be done not only through questionnaires, but direct observation. So we can observe a child's, uh, proficiency, like how well versed a child, how fluent is the child for a certain language.

**monica\_molmisa:** And then the fourth one is the child's performance. In terms of comprehension in production, is it the same? Maybe the child can understand one language, but they cannot speak the language. During that particular instance. So how is the performance in terms of comprehension and production? The fifth one probably is the child's performance in terms of oral, written or signed language.

**monica\_molmisa:** [00:34:00] Of course we have differences like some people some people are in in terms of writing than communicating. So how is the. And it's not only these factors that we should consider during case history taking, we should always remember the environmental factors as well, such as the

language exposures in school and the in the community. Probably the family doesn't speak the certain language, but the community is, um, the child is exposed in a community that speaks a different language. Number two is that the language attitude. How is the family viewing a certain language? The third one is the, the amount of input or of language. So how is the input?

**monica\_molmisa:** So what is the language usually being spoken to the child? The, the, the fourth one is that the academic performance for each language, so, This is important because, um, as Greg [00:35:00] and McLeod said, there is no such thing as balanced bilinguals. Even though we can be bilingual, there's not no such thing as balanced bilingual.

**monica\_molmisa:** So there is always proficiency in certain areas. We are more proficient in certain areas than another areas, so we should always consider this factor. So after you have taken the case history, So a second tip for professional is that if an SLP is monolingual or does not speak the bilingual, bi bilingual child language, you can actually ask the help of an interpreter as much as possible. you use an interpreter or get an interpreter that is outside the family circle to avoid the vi bias. And it's important because the interpreter can provide us key information such as in terms of intelligibility and in terms of grammar form formulation. So, the interpreter can say something like, it was hard to understand the child using this or The child does not use [00:36:00] much prepositions in terms of these language.

**monica\_molmisa:** So if, if we're not, uh, well versed in a certain language and then the child is speaking in another language, so we can ask the help of an interpreter. And the nu the third one. The third tip that regarding assessment, some of the barriers include, Probably it. And it's very, um, it's very evident in our, um, in our society, actually in our country that in terms of assessment, of the barriers is that there are unavailable formal That is a accessible in all languages. Like some test would be only available in English or if you were conductor to conduct formal testing. It's only available in this, in this language, but not in this language. And of course there are lack, uh, there is a lack of developmental norms. So it should be noted that the norms. Of the monolingual versus multilingual childrens are different and that [00:37:00] the norms on the monolinguals cannot be applied to bilingual. So it's an important thing to note that when you're, um, assessing the child, you cannot apply the norms of the monolinguals to the bilinguals. So again, given these barriers, what's the work around? So in terms of the first one that there, there is. Unavailability of formal assessment. can use highly pragmatic tests if the formal or standardized test is unavailable in the child's primary language. So these tests will help determine the child's grasp of the conversational language, which is the first building block



to more complex language. And then of course, it's very important. Take lots and. Of language samples in any communication evaluation. So, and then the second one, how, what's the work around in terms of the norms when comparing, make sure that the bilinguals should be compared with each match? Typically developing bilinguals from a similar [00:38:00] background, so make sure that it's the same background that we don't compare the bilingual child to a monolingual child, especially if they have different backgrounds and. Fourth one, which is I think very important. Of course, there's a lack of, and you can get the information just from one assessment. The fourth one, which is I think we should, we should apply in terms of assessing a, a bilingual chart, is that it is always best to employ a dynamic assessment. So they should involve a pre-test of the skill, an intervention to address the skill.

**monica\_molmisa:** Then a post-test to determine if the. What did progress? So just do a dynamic assessment so that you would see the changes in CH in the child over time. then, so that's in terms of the intervention, so again, the bilingual SLP may not always be available. So of course, even though we are seeing a child, it's not always that we see bilingual LPs.

**monica\_molmisa:** [00:39:00] So the clinician could, should consider both his or her language pro. In the target the language demands of the client and the family. So consider, can we take this child, um, what is the ch the language target of the client or the family? So am I proficient to take this child? So we should consider this factors. For the second one is that if an SLP is bilingual, the s l P can choose to conduct the intervention in either the first language of the child, a learned language, or a multilingual intervention.

**monica\_molmisa:** When I say multilingual, they can use the, the two So with this, consider the following when selecting the language for therapy. So the first one, what's the language history of the. Number two, the frequency of using each language. The third one is the proficiency in each language in terms of comprehension and expression. Number four is the environmental factors, [00:40:00] both the context and the partners. Of course, it should be consistent that the child would be able to have those access if you are targeting a certain language. And then five is family goals. And then the third step the intervention, which I said earlier that. is that if you are an S L P, use the language that you're most comfortable with. So of course you should consider that when taking also, uh, a client for therapy. So now for the parents and other professionals, here are some general tips. Number one, I think this is quite easy to remember. So the first few tips are more technical, but for in, in terms of, uh, parents and other professionals.

**monica\_molmisa:** So it's quite easy. So three. Be intentional, be consistent, be persistent. Number teaching multiple languages. Number two, be consistent, even when code mixing and code switching are present. So again, always model, model, model, [00:41:00] model, the target language. And then the third one is be persistent.

**monica\_molmisa:** So even if your child's proficiency or skills may fluctuate over time in this two or more language, Some fluctuations are normal as the child is learning to navigate between both language. So it's just persistent in giving them models, allow them to have space for growth. Be persistent because sooner or later we will see those progress.

**monica\_molmisa:** So those are some tips that we can give to parents or professionals dealing with bilingual or multilingual.

That's great, Monica and straight from the ASHA website. This is what it says.

It asks who can provide speech language pathology services to bilingual clients? It varies, is what Asha says, depending on each client's abilities in their first language and their second language, bilingual clinicians with the necessary clinical expertise to treat the specific client might [00:42:00] not be available.

So obviously, try your best to find someone that does speak their language. , but Asha does explain that sometimes that's not the case there actually are circumstances where a non-native or near native speaking clinician

will use their, their speech language pathology skills to provide services to a client. The clinician considers both his or her own. Proficiency in that target language, in the language of the client and family. Another good option when a bilingual SLP is not available is to use an interpreter

and just a reminder from the ASHA code of Ethics, SLPs are obligated to provide culturally and linguistically appropriate services to their clients and parents, regardless of the clinician's personal culture. practice setting or caseload demographics. It also states individuals shall engage in only those aspects [00:43:00] of the profession that are within the scope of their professional practice and competence, considering their level of education, training, and expertise.

So we must consider if we are competent and have the ability to best treat the client. So yes, if there's not a bilingual clinician available and you feel that you

have the competence and the training and the abilities to treat this client, then you absolutely can, but you, you must ethically meet those standards.

**Michelle Andrews:** Okay. So now that we know how impactful and amazing learning more than one language as a child can be, what are ways that we can support.

**monica\_molmisa:** So there are a couple of ways on how we can support, children learning different languages, first wave probably that we can do to support children learning different language. Children learn language from hearing language. So again, it would be best to have lots of exposure from everyday [00:44:00] routines, even to playtime. So keep speaking your native language daily. Then the more exposure that your child gets, the more opportunities that the child will have to communicate in the native language. So again, so because children learn from hearing, Number two, probably the second, uh, way that we can support is that model, model, model.

**monica\_molmisa:** No model, but don't enforce, don't force a child to say it. Be acknowledging and supportive. Uh, when a child makes a mistake, simply model the correct production and increase the child's confidence by strengthening the child's vocabulary, sometimes speaking in another language is difficult. Find, it's hard to find the words to communicate in which this leads to frustration. And of course, when the child is frustrated, the child will have a lack of motivation. So be supportive. Don't enforce, just be acknowledging and [00:45:00] supportive, just model. And then the third one is build on the child's language. Continue building on the child's language. And fourth, most importantly, be. We cannot compare a child to another child because every child is unique and that in their journey, learn gradually.

**monica\_molmisa:** So we cannot compare, just be patient with a child. So these are some of the ways that we can support a child who's learning another language.

**Michelle Andrews:** , I was just thinking that, you really need to be patient and, and it's so amazing to hear. out. Code switching and code mixing. It's hard enough for me to think of a word just in English.

**Michelle Andrews:** I go like, oh, what's the word for this? You know, and, and it's just so amazing that someone's just indexing more than one language for a word that's most appropriate. And They're so smart to think of all that. Those

are all great things to help support, more than one language. What are some things that a caregiver of a bilingual child actually should avoid?

**monica\_molmisa:** Hmm. So in terms of the things that you should avoid, [00:46:00] so that's probably the opposite of the support. So it's important for the caregivers, again, to be encouraging. So some of the things with that in mind, some of the things that the care. Should avoid, or number one, to compare your child language learner.

**monica\_molmisa:** So children learn language or languages differently. also have different context as a family. Thus there is no need for you to compare your child with another child. So if the family feels something that there's, there's something wrong, or no, this is a delay or disorder, it's best to have the child assessed by a speech and language path. Someone who is actually knowledgeable in the field. So, uh, instead of comparing them, if you feel that there is something wrong, just let them be evaluated. There's no need to compare. The second one is that don't expect per perfection from a language learner, learning [00:47:00] another language is a skill.

**monica\_molmisa:** Therefore, it needs time and practice to develop. Again, just be intentional. Model the target language and vocabulary. Then be patient and. Just, uh, wait and see for the child to grow. So there, those are some of the things to avoid whenever you are dealing with a bilingual child or multilingual child.

**Michelle Andrews:** Okay. Thank you. So you talked about language exposure some a little bit before. What are the best ways to provide language exposure to a child?

**monica\_molmisa:** So in terms of language exposure, so there are variety of ways. There are different mediums in which we can provide language exposure. We can provide language exposure to do. The most obvious one through the family's native language at home. So we provide language exposure there. We provide exposure through formal education in school.

**monica\_molmisa:** There are some people who would even are like even beyond three, three years old who are [00:48:00] older or adults already, who would get like, could, would study another language, let's say French. They would study, for example, uh, different language so we could get formal education. So that's another form of language exposure.

**monica\_molmisa:** The third form of language exposure where we can get language exposure is through media or educational applications. So it also includes books, games, of course. So of course, of course our children are mostly exposed through different, um, social media through different video streaming applications. So are also a form of language exposure. The fourth one is exposure to exposure through friends and peers. Like children learn language through their playmates. There are times they were in we would hear a child speaking another language and it's because we would find out that they are, their playmates is speaking a certain language, and then [00:49:00] we could also get language exposure through extended family.

**monica\_molmisa:** There are times wherein. whenever we send a chat to a, a vacation, for example, to go with their grandpa's, grandmas, they would come back speaking another, a bit of the language already spoken by the grandparents. So through the extended family, we can learn, um, language. So these are some of the ways that we can expose a child.

**monica\_molmisa:** So there are different medium.

**Michelle Andrews:** Monica, this information has been so informative and it's just so important that we bust those myths that are possibly circling around to parents, professionals, everyone around. Um, this has been so helpful for me. I've learned so much already and I. Other SLPs will too. This has been so amazing.

**Michelle Andrews:** As we get ready to kind of close out, I wanted to see if you had one last closing statement or pep talk, if you will, um, that you can leave our listeners with.

**monica\_molmisa:** . So I guess for a closing [00:50:00] statement, just to reiterate, anyone can learn a new language and learning, or even when teaching a new. It's important to have a growth mindset, so we know growth mindset. If you think that if you have a fixed mindset and think that it's hard, I'm stuck, it's too late to learn a new language, you will really never learn a new language.

**monica\_molmisa:** But if you have that growth mindset in mind, you will understand that everything is a part of the process, and that even mistakes are contribute to learning. If you have that mindset, you will be motivated to learn, to teach and to acquire new skills, even learning a new language. So perhaps always have that growth mindset in mind.

**monica\_molmisa:** And you can do it. You can learn a new language,

**Michelle Andrews:** Thank you, Monica. That's, that's so helpful. Thank you so much., thank you for listening. We hope you learned something today. All of the references and resources throughout the episode are listed in the show notes and also listed [00:51:00] on the Pep Talk podcast for SLPs website.

**Michelle Andrews:** If you want to learn more about Monica and Bilingualism and multilingualism, make sure to check out her Instagram, TikTok and Facebook page all at speak and teach pH.

Monica also creates incredible speech therapy resources that you can find on boom learning and on teacher pay teachers,

she's often a top selling author listed from the entire platform, so she clearly has a lot of great resources that are well loved by many SLPs already. So if you haven't already I would definitely go check. . Once again, speak and teach pH.

**Michelle Andrews:** I'll have those linked on her er page on the website as well. she shares helpful resources in information on those pages. Monica, thank you so much again for joining me here today. I have learned so much and I really appreciate you taking the. To talk to us about this.

**monica\_molmisa:** Yeah. Thanks again, Michelle, for having me during your podcast, and I had a great time [00:52:00] sharing about bilingualism and. I hope, uh, the audience or the listeners also learned a lot as well.

**Michelle Andrews:** Yes. Thank you so much.

All right. SLPs and SLPs, just a reminder that you can, continue education credit by listening to this podcast, taking the quiz, and earning your certificate of completion. You can use that certificate, hold onto it and you can, you can submit it to ASHA to maintain your Asha CCCs if you live in Texas.

You can fill out the form after you complete the quiz, and I will send your tissue c e u to your tissue.

This is the end of episode 14. I thank you all so much for your support and for listening along. I can't wait to show you what's in store next.

If you don't already, make sure you're following me on Instagram, which is at pep talk four. SLPs.



If you can, I'd sign up for my email newsletter. I will let you know when new [00:53:00] episodes drop and occasionally give some discount codes for those of you needing the credit hours. Thank you guys so much.