

Linguistic Forms Critical for Academic Success in Preschool- Aged Hmong Children



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Purpose

- The purpose of this study is to investigate the semantic and syntactic skills of young children learning Hmong as a first language (L1) and English as a second language (L2).

Objectives

- Develop a series of tasks to elicit grammatical forms and structures relevant to language acquisition in English.
- To develop a Minimal Competency Core of grammatical forms critical for success in kindergarten classroom.

Subjects

- Approximately 8 Hmong children
- 3-5 years old
- Hmong as L1*
- English as L2*
- Equal ratio of male and female

*L1 is first language, L2 is second language



Materials

- A series of tasks developed by student researchers
- A book developed by student researchers
- Toys

Procedures

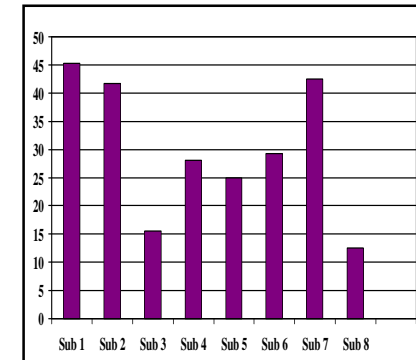
- Determine that subjects meet eligibility requirements
- Obtain consent from parents of subjects
- Administer elicitation tasks
 - o Testing takes approximately 20 minutes per child

Results

Percent Correct In Each Sub-Section

ID Number Age	Sub 1	Sub 2	Sub 3	Sub 4	Sub 5	Sub 6	Sub 7	Sub 8
101 3:3	0%	0%	0%	0%	0%	0%	0%	0%
102 3:7	0%	0%	0%	0%	0%	0%	0%	0%
103 4:6	87.5%	67%	50%	0%	50%	67%	50%	40%
104* 4:9	62.5%	67%	0%	25%	50%	0%	80%	20%
105 4:11	100%	100%	25%	100%	0%	100%	90%	0%
106 5:1	25%	0%	0%	0%	0%	0%	0%	0%
107 5:2	87.5%	100%	50%	100%	100%	67%	40%	40%

Percent Correct By All Subjects



*The parents of these children speak both Hmong and English in the home.

** Although a score of 0% was recorded, these children still responded to the task but with an incorrect answer or in Hmong.

Conclusions and Future Direction

- Children exposed to English at home and school have a better chance of succeeding versus children only exposed to English at school.
- As children approach school age, more appropriate use of grammatical morphemes develop.
- Test should be used with children older than 4-years; younger children lack linguistic skills to produce correct grammatical morphemes
- Change subject-age criterion to 4-6 years instead of 3-5 years
- Make sure children are exposed to English for at least 1 year.
- Create a comprehension test in addition to the production sections to ensure subjects understanding of tasks



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