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本研究具有政策應用參考價值：否 是，建議提供機關
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本研究具影響公共利益之重大發現：否 是

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中文摘要：本研究聚焦於討論新住民三歲幼兒的語言溝通和情緒能力的長期性縱貫研究分析。過去的相關研究指出，新住民家庭子女進入正式學校機構前，因為受家庭文化刺激較少，容易出現語言發展較為緩慢，語言表達攸關情緒能力的發展，當幼兒需要情緒表達時，需要藉助口語。本研究為縱貫性研究，追蹤三歲以上到五歲的新住民家庭子女，了解他們語言和情緒能力的交互作用影響。刪除資料不全者，三個波段完整蒐集的新住民子女資料共47筆，分別為三歲、四歲、和五歲三個波段。問卷由訪員對新住民家長一對一訪查，問卷內容包含幼童的語言溝通和情緒能力。研究者採取交叉延宕模式(cross-lagged panel model)進行分析，研究顯示新住民子女的語言發展與情緒表達兩者有顯著的影響力。這三波的相關係數分別為.567, .722, 與 .558。本研究說明新住民子女的語言發展和情緒表達有顯著的交叉延宕相關性，至學齡前期結束為止，早期的語言發展會持續影響情緒表達能力。

中文關鍵詞：語言習得、情緒能力、新住民家長、學齡前兒童、縱貫性研究

英文摘要：This study focused on the association between young children's linguistic communication and emotional competence over a 3-year longitudinal span. Children from transnational marriage families have been reported to show delayed language development compared to their peers. We traced 47 children from transnational marriage families from age three to age five. Parents completed questionnaires measuring their children's linguistic communication and emotional competence. Cross-lagged panel model effects were applied, and there was a significant moderate-to-high positive correlation between linguistic communication and emotional expression. The simultaneous correlations in the three waves of the study were .567, .722, and .558, respectively. The present study illustrates that young children's language and emotional expressions could have long-term effects.

英文關鍵詞：language acquisition; emotional competence; immigrant parents; preschool children; longitudinal study

Cross-lagged effects of linguistic communication and emotional competence of young children from transnational marriage families: A longitudinal study

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The authors report there are no competing interests to declare.

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This study focused on the association between young children's linguistic communication and emotional competence over a 3-year longitudinal span. Children from transnational marriage families have been reported to show delayed language development compared to their peers. We traced 47 children from transnational marriage families from age three to age five. Parents completed questionnaires measuring their children's linguistic communication and emotional competence. Cross-lagged panel model effects were applied, and there was a significant moderate-to-high positive correlation between linguistic communication and emotional expression. The simultaneous correlations in the three waves of the study were .567, .722, and .558, respectively. The present study illustrates that young children's language and emotional expressions could have long-term effects.

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Introduction

Basic emotion theory states that emotions structure interactions and situate oneself within a social and moral order (Johnson-laird & Oatley, 1992; Keltner, Sauter, Tracy, & Cowen, 2019). These interactions have been proven to influence young children for a long period, particularly, children with other developmental difficulties. For example, emotional regulation problems could influence children with language difficulties, and the impacts have been proven to be long lasting (Forrest, Gibson, Halligan, & St. Clair, 2020). The correlation between language and emotional regulation has been proven in typically developing children, with vocabulary at 24 months becomes a predictor for emotional regulation at 36 months (Vallotton & Ayoub, 2011). Other studies focused on

the discussion of emotional understanding and concluded that emotion-specific vocabulary is relevant to emotional understanding (e.g. Bukhalenkova, Veraksa, Gavrilova, & Kartushina, 2022; Streubel, Gunzenhauser, Grosse, & Saalbach, 2020). Based on the important findings above, the positive associations between children's language and emotional competence are well illustrated. However, further studies are needed to explore younger children, particularly when their initial linguistic acumen and emotional understanding emerge before age three. Emotional competencies, including emotional understanding, emotional expression, emotional awareness, and emotional regulation, develop according to young children's maturity. Children generally develop more independent emotional regulation from approximately 6 years of age (Holodynski & Friedlmeier, 2005). Emotional expression that develops at an earlier stage is a crucial element in young children's emotional development. However, how young children's emotional competence is shaped requires further exploration.

The family environment, parents' emotional performances, or parenting styles could also be correlated with linguistic development (Carlo, White, Streit, Knight, & Zeiders, 2018). Prior research found that one-and-a-half-year-old young children's language ability and positive parenting were associated with social and emotional competence. Responsive parents' interactions with 1.5-year-old toddlers positively influenced their social and emotional competences (Chen, Tu, Chen, & Chang, 2016). Emotional competence has been discussed in typically developing children, and only recently, some researchers have focused on the longitudinal effects of language difficulties and emotional regulation (Forrest et al., 2020). Young children's language acquisition could be impacted by their primary caregivers, particularly when the caregivers adopted a foreign language. Immigrant parents in Germany tend to face more challenges and have fewer resources to communicate with their children. Voltmer and

von Salisch (2019) concluded that 3-6 year-old immigrant children showed less emotional knowledge than their native-born peers. Immigrant parents must accommodate the domestic language and culture. The situation could be more severe when immigrant mothers have to accommodate the host society and their new role as mothers. Yeh and Chen (2019) indicated that when immigrant mothers interacted with their toddlers, their vocabulary variances were limited, and they used shorter sentences. Very few studies have addressed the development of emotions among bilingual children and children from transnational marriage families (Buac & Kaushanskaya, 2020). The relationship between emotional expression and the language of children who grow up in transnational marriage families, where the primary caregivers are immigrant parents, warrants further evaluation and formulates the aim of this study.

To summarise, the present study was designed to examine the longitudinal relationship between young children's linguistic communication and emotional competence in a sample of children born to transnational marriage families in Taiwan. We attempted to detect the four components of emotional competence to interpret the cross-lagged effects of linguistic communication and the above emotional components. We hypothesised that young children's linguistic communication would be positively related to their emotional competence. However, given the lack of prior evidence on the links between younger transnational family children's linguistic communication starting from age three and four types of emotional competences, we hypothesised that emotional understanding or emotional expression would be more significant than emotional regulation which may further mature at about 6 years of age.

Young children's linguistic communication and emotional competences

Chomsky (1975) adopted a naturalistic theoretical viewpoint and illustrated that children's language emerged at around two years of age, followed by a maturational sequence. More recently, developmental researchers have focused more on environmental factors and their contribution to individuals' linguistic abilities (Tomasello & Bates, 2001). Young children start meaningful communication between 16 and 20 months of age using single-word vocabularies. They begin mastering the basic morphological and syntactic structures of their native language between 3 and 4 years of age (Kubicek & Emde, 2012).

Emotional competence, as part of children's social and emotional development, include four abilities: emotional understanding and emotional awareness, which help children recognise and understand their own and others' emotions, and emotional expression and emotional regulation to build positive relationships with others (Bukhalenkova et al., 2022). Between 3 and 5 years of age, children recognise facial expressions for basic emotions and realise that emotions are linked to external or situational causes (Denham, 1998). Emotional expression has been referred to as the 'language' or 'signals' of young infants before their actual vocabularies emerge (Emde, 1980). Toddlers and earlier talkers build early relationships and attachments through emotional expressions (Kubicek & Emde, 2012). Emotional expression is also regarded as an instrument to facilitate children's accommodation of social life and to elicit appropriate responses within a social and moral order (Keltner et al., 2019). Young children's ability to self-regulate emotions, cognition and behaviour at the earlier childhood stage is crucial to their social-emotional competences, prosocial behaviour skills and early school success (Martarelli, Feurer, Dapp, & Roebbers, 2018; Rademacher, Zumbach, & Koglin, 2022).

Positive social interactions between a child and their caregiver could provide increased opportunities for learning language and emotional expressions (Karrass & Braungart-Rieker, 2003). Reilly and Downer (2019) concluded that preschoolers' productive and perceptive language abilities are associated with their emotional regulation in preschool. Streubel et al. (2020) also suggested that the size of emotion-specific vocabulary explains children's knowledge of emotion regulation strategies at preschool ages. Children's use of emotion-specific vocabulary explains their knowledge of emotion regulation strategies (Streubel et al., 2020). Language skills and emotion understanding in school-aged children are also reported as correlated (Beck, Kumschick, Eid, & Klann-Delius, 2012). Therefore, providing verbal feedback, rich language, and open-ended and follow-up questions are essential to promote children's language skills.

Transnational Marriages and Immigrant Parents

According to data from the United Nations (2020), there were 272 million international migrants in 2020, accounting for 3.5% of the global population. These-migrants are mainly families moving from their own country to the host country. However, transnational marriage has become an international trend in the globalised age; yet, few studies have focused on transnational couples from two different countries. Marriage immigrant flows in Taiwan spanned the 1990s, and comprised mainly of Taiwanese married women from Southeast Asian countries and PR China. The percentage of transnational marriages in Taiwan was 7.9% (in total marriage-registered couples) immediately before the 2019 pandemic. Transnational marriages dropped to 3.56% by 2021 (National Immigration Agency Taiwan, 2022). According to previous research, transnational couples in Taiwan challenge cultural and value accommodation in family

relationships and childrearing (Chen, 2008; Lu & Li, 2009). Compared with other Asian countries such as Singapore, where Singaporean bilingual care givers can switch from one language to another to convey emotion and information in meaningful ways (Esposito, Raghunath, Azhari, Setoh, & Bornstein, 2021), the dominant languages used by immigrant parents in Taiwan in their families are Mandarin or Taiwanese. The early stage of children's linguistic and emotional development is strongly linked with their significant others, especially mothers. In this paper, we discuss immigrant parents. Young children from transnational marriage families are commonly identified as having language development delays due to a lack of cultural stimulation. Chen, Lin, Chang, and Huang (2020) indicated that children with an immigrant family background exhibited lower development compared with their non-immigrant family background counterparts in four domains of cognition, language, social, and emotional development. This could be the result of social status and family environment. Salmon, O'Kearney, Reese, & Fortune (2016) suggested that language is a meaningful target of interventions specifically for young children at risk of emotional and behavioural difficulties.

Previous research has suggested that South Asian immigrants, especially women, are at increased risk of migration stress and mental health issues (Ahmad et al., 2004). A study recruited 33 South Asian immigrant mother-child dyads and concluded that immigrant parents' stresses and lack of support are associated with child attachment (Lecompte, Miconi, & Rousseau, 2018). In addition, children growing up in a bilingual and bicultural family are expected to learn two sets of cultural norms and values, including how to deal with their emotions properly and respond appropriately to suit both cultural expectations (Bukhalenkova et al., 2022). For example, Vietnamese mothers emphasised that the children shall show respect to the elders (Vu & Yeh, 2017)

but the children could observe family conflicts between their Vietnamese mothers and their Taiwanese grandmothers. Yeh, Chang, Ho, and Huang (2018) conducted a 3-year longitudinal study and found that children from transnational marriage families had strong secure attachment with their immigrant mothers, however, these children also showed more social withdrawal.

Aims

The aim of the present study was to examine the reciprocal influence between linguistic communication and emotional competence in continuous developmental processes from three to five years of age. Preschool age is significant to young children's development because most of them transit from the family to their initial schooling. We aimed to analyse (a) whether emotional competence is predicted by linguistic communication in the early stages of development, (b) whether linguistic communication is predicted by emotional competence in the early stage of development, and (c) whether the stability of linguistic communication and emotional competence develop in continuity from the age of three to five.

Method

Participants and procedure

Transnational marriage families with young children aged 3 years were recruited in the context of the cohort-sequential study. They were recruited from local health centres. Local health nurses enquired about transnational marriage families with young children under three years, and information letters were sent out. Stamped envelopes were enclosed so that parents could mail consent letters. Interested families were contacted via phone to check their eligibility. The interviewers visited the immigrant parents and conducted face-to-face interviews on children's birthday months for each wave to

ensure that the immigrant parents understood the questionnaires. The transnational marriage families were mainly Taiwanese men who married women from Southeast Asian countries such as Vietnam, Indonesia, and Cambodia. Immigrant mothers were able to converse in Taiwanese and Mandarin.

The transnational marriage families were interviewed longitudinally at three time points of measurement when the children were three (Wave 1), four (Wave 2), and five years old (Wave 3). Seventy-five children were recruited in Wave 1, resulting in a total sample size of 47 in Wave 3 (23 boys and 24 girls) because of incomplete data, as some of the participants withdrew during the pandemic period. Most of the children's fathers were Taiwanese (97.3%), and mothers' nationalities included Vietnam (56%), PR China (25.3%), Hong Kong and Macao (2.7%), Indonesia (2.7%), Malaysia (2.7%), Cambodia (2.7%), and others (7.9%). Most of the children's fathers (53.3%) had a secondary school degree, and 41.3% had a college or university degree. Their mothers (97.3% were immigrants) tended to have lower degrees of education: primary school (16%), junior high school (29.3%), and senior high school (33.3%) accounted for 78.6%. They were also the primary caregivers of the young children. The interviewers read the questions one by one orally and asked the mothers to choose the answers concerning their relationships with their children and their parenting styles. The research protocol was approved by the National Cheng Kung University Human Research Ethics Committee (no. 104-095).

Measures

The current study adopted parts of the questionnaires authorised by a national longitudinal study on child development and care in Taiwan (KIT Project) (Chang, Hsieh, Chou, & Liao, 2017). Three components were included in the questionnaire:

children's linguistic communication, emotional competence, and children's and parents' backgrounds such as parents' education, age, and nationality. The trained interviewers read out the questions, and the immigrant parent (or the primary caregiver) replied according to real situations in the child's daily life.

Linguistic communication

The linguistic communication subscale is part of the 'language development' scale (18 items in total). The language development scale included three subscales: comprehension, expression, and emergent literacy. The correlation between the language development scale and linguistic communication subscale of the Comprehensive Developmental Inventory for Infants and Toddlers (CDDIT) was $r=.75^{***}$. The reliability analysis of the language development scale showed acceptable internal consistency (Cronbach's $\alpha = 0.93$). The composite reliability (CR) and average variance extracted (AVE) of linguistic communication were .92 (CR >.70) and .55 (AVE >.50), respectively, showing good reliability and validity (Hair, Black, Babin, & Anderson, 2009). The correlation between the linguistic communication subscale and language development scale was $r=.92^{***}$. The retest reliability coefficient of the language development scale was $r=.84^{***}$. The linguistic communication subscale included 9 items and was rated by parents on a 4-point scale, ranging from '1' = 'very skilled' to '4' = 'can't do it at all'. The correlations between the linguistic communication and language development scales were $r=.92^{***}$. The item examples were as follows: 'The child can speak the words used to describe people, things, and things in daily life (for example, ice water, aunt is so beautiful)'. 'The child can respond to the question "What is this?". When the immigrant parents had difficulties understanding the above question, the interviewers would explain with an example:

When an adult asked, ‘What is this?’, the child answered ‘banana’; when an adult asked ‘What is this place?’, the child could answer ‘school’.

Emotional competence

The Emotional Competence subscale adopted from the KIT project was part of the ‘Social and Emotional Development Scale’. Emotional competence included 14 items, and Cronbach’s α for internal consistency was .86. Emotional competence consisted of four dimensions: emotional awareness ($r=.73$), emotional expression ($r=.79$), emotional understanding ($r=.88$), and emotional regulation ($r=.71$). Emotional expression was measured using three items rated on a five-point scale (1= never, 2 = seldom, 3 = sometimes, 4= often, 5 = always). Examples of emotional expressions were as follows: ‘The child expresses his/her feelings through words or physical actions (e.g., hugging, stomping)’; ‘the child laughs when s/he hears funny jokes’. Examples of emotional understanding were as follows: ‘The child knows that the same mood can be expressed in different degrees (for example, smiling or laughing, sobbing or crying)’; ‘in the face of unfamiliar characters or environments, the child will look at my facial expressions to determine how s/he reacts’. Examples of emotional awareness were: ‘The child feels embarrassed when other people stare at him/her’; ‘The child perceives that other people would be hurt when they fall down’. Examples of emotional regulation were: ‘When the child encounters setbacks or difficulties, s/he can restore a stable mood’; ‘The child can calm himself/herself down after an exciting activity’.

Data analysis

SPSS (version 24.0; IBM Corp., 2010) was used to calculate the descriptive statistics and correlations between linguistic communication and emotional competence. The

autoregressive cross-lagged panel model is a common analytical approach used to examine such longitudinal dynamics studies. A cross-lagged model was used to examine the interactions and reciprocal autoregressive effects of linguistic communication and emotional expression in 3- to 5-year-olds. The models included the main effects of children's linguistic communication and emotional competence including emotional awareness, emotional expression, emotional understanding, and emotional regulation. Missing data were accounted for through full information maximum-likelihood estimation. Because the participants in this study were children of transnational marriage families in Taiwan, the sample size was constrained. If the transnational married couples were divorced or had lost contact, they were excluded from the sample. Only data with the three waves completed were incorporated in the data analysis. The number of samples with the completed data was relatively small and the cross-lagged correlation coefficient between the two pairs was tested. Because the aforementioned pairwise correlation coefficient values were obtained from the same sample, it was necessary to test the formula of the dependent samples and the significance of the difference between the two correlation coefficients.

Results

Table 2 presents the means and standard deviations of the observed variables. This shows the correlations between variables across the measurement points. Young children's linguistic communication was positively associated with their emotional competence at 3 years ($p=.567$), 4 years ($p=.722$), and 5 years ($p=.558$) of age.

According to the panel measurement of this study, the two variables of linguistic communication and emotional competence are repeated measurements from three to five years of age in panel data, and the time interval between the three measurements is

sufficient evidence for the cause to effect relationship. Therefore, a three-wave cross-lagged panel model was established, as shown in Figure 1. The time interval between each wave of measurements was sufficient to illustrate the cause-and-effect relationship (Shadish, Cook, & Campbell, 2001).

First, in terms of correlations between linguistic communication and emotional expression in the same wave, r_{L1E1} , r_{L2E2} , r_{L3E3} are synchronous coefficients in terms of associations between variables at the same time, as shown in Figure 1, showing a positive correlation between linguistic communication and emotional expression. The degree of correlation between language and emotional expression in the three waves had moderately stable effects. Linguistic communication **were** .570, .549 and emotional competence **was** .553 and .628. The simultaneous correlations of language and emotional expression in the three waves were .567, .722, and .558, respectively. Both show that there is a significant moderate to high positive correlation between language and emotional expression. There is a stable effect of the correlation between linguistic communication and emotional expression in three waves, between .553 and .628, both of which are moderately correlated.

Second, according to the directionality of the causal relationship between linguistic communication and emotion expression, the interaction between linguistic communication and emotion expression can be analysed by comparing the magnitude of the cross-lagged correlation between the two variables and analysing the interaction between linguistic communication and emotion expression in the development processes to clarify its causal mechanism (Greenberg, 2008; Shadish et al., 2001). For example, if the cross-lagged correlation coefficients of L1 and E2 are significantly larger than those of E1 and L2, a cross-lagged causal relationship is observed. Thus, $r_{L1E2} > r_{E1L2}$ and

$$r_{L2E3} > r_{E2L3}.$$

In terms of cross-lagged correlation coefficients, all cross-lagged correlation coefficients were significant ($p < .05$) and generally showed moderate to high correlations, indicating that linguistic communication and emotional expression had a cross-lagged effect relationship.

Finally, because the pairwise correlation coefficients were obtained from the same sample in this study, a dependent sample test formula was used: $t =$

$$\frac{(r_{L1E2} - r_{E1L2})\sqrt{(N-3)(1+r_{L1E1})}}{\sqrt{2(1-r_{L1E2}^2 - r_{E1L2}^2 - r_{L1E1}^2 + 2r_{L1E2}r_{E1L2}r_{L1E1})}} \text{ and } t = \frac{(r_{L2E3} - r_{E2L3})\sqrt{(N-3)(1+r_{L2E2})}}{\sqrt{2(1-r_{L2E3}^2 - r_{E2L3}^2 - r_{L2E2}^2 + 2r_{L2E3}r_{E2L3}r_{L2E2})}}$$

($df = n-3$) to test (alpha level of .05 and two-tailed) the difference between the two pairs of cross-lagged correlation coefficients, r_{L1E2} and r_{E1L2} , r_{L2E3} and r_{E2L3} (Lin, 2002, p. 269).

The difference between r_{L1E2} and r_{E1L2} was not statistically significant ($t = 0.504$). This shows that the interaction between language and emotion is equally important. The difference between r_{L2E3} and r_{E2L3} was not statistically significant ($t = 0.299$). The interaction between linguistic communication and emotional expression was found to have the same effect between the ages of three and four or between the ages of four and five.

Discussion and Conclusions

There have been a number of studies on the correlation of young children's language and emotional regulations; however, the above findings focused on language-deficient children (Forrest, Gibson, Halligan, & St. Clair, 2020; Kubicek & Emde, 2012).

Children from transnational families however, need further discussion. Forrest et al. (2020) identified cross-lagged effects of emotion regulation, peer problems, and emotional problems in children with and without early language difficulties. **Although the small samples are limitation of the present study, it is not easy to trace the same**

group of immigrant families for three years. The longitudinal data collection could be terminated because the immigrant parents rejected or the impact of pandemics.

Nevertheless, we tried to address the less-researched topic of young children's long-term effects on language and emotional expression in transnational marriage families in Taiwan. We evaluated the correlations between young children's linguistic communication and four elements of emotional competence: emotional understanding, emotional expression, emotional awareness, and emotional regulation.

Several insights emerged from our longitudinal study. First, young children's emotional expression, as one of the basic emotional competences interacting with their linguistic communication, was initially proven to be a cross-lagged effect across the entire early childhood span. Well-developed emotional competences, including emotional understanding, expression, and regulations in early childhood are associated with positive school adjustment (Herndon, Bailey, Shewark, Denham, & Bassett, 2013) and greater acceptance with peers particularly for disadvantaged preschoolers (Reilly & Downer, 2019). These findings reiterate the importance of considering language and emotions as important factors in child development. The present study revealed the noteworthy results that emotional expression appeared to be the most significant factor compared with emotional awareness, emotional understanding, and emotional regulation. The discussion of emotional expression is significantly important among the four components of emotional competence because 3-year-old children's emotional expression was easily identified by parents compared to emotional understanding and awareness; both are individual and internal psychological activities. The influence of emotional expression in 3-year-olds lasted for the entire early childhood period.

Second, our study concluded that young children's linguistic communication correlated with their emotional expression from the age of three until later childhood.

Thus, the long-lasting effects of language and emotional development cannot be ignored. Shedding light on the factors that are associated with young children's language and emotional expression will potentially contribute to the further development of parenting models that support the quality of the parent-child relationship at an early developmental stage. For example, Chen, Lin, Chang, and Huang (2020) indicated that parent-child joint reading contributed not only to young children's language but also to their social and emotional development. **In this study the immigrant mother used host language to communicate with their young children, therefore the young children's linguistic communication was restrained. It is worth to explore for the immigrant parents in other countries who speak heritage language with their children, whether the children's linguistic communication and emotional expression will also show the cross-lagged effects. We were aware that children's language and emotional development could be influenced by both parents. Taiwanese men married with Southeast Asian women constituted a normal type of transnational marriage in Taiwan. We could not provide further explanations of fathers' influences and this formulates our limitation of this study.**

What we had known from previous research was that children's language development was influenced by their immigrant parents, particularly when immigrant mothers were their primary caregivers. Furthermore, young children's emotional competence and social relations with others were strongly linked with their immigrant parents' social and cultural support and adaptation to the host society.

The current results indicate that the cross-lagged effects of children's language and emotional expressions could last several years. This would be useful to arouse the attention of immigrant parents and education policymakers. Parenting strategies for facilitating young children's linguistic communication and emotional competence for

immigrant parents can be offered via parenting programs. The results of this study extend our understanding of the association between young children's language and emotional development, particularly among children from transnational marriage families. This study is important, as it sets the foundation for further investigation of these questions.

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Table 1. The demographic characteristics of the sample

	Nationality				Education			
	Taiwan	Vietnam	Indonesia	Other	Primary	Secondary	College	Postgraduate
Father	58			2	0	33	20	7
Mother	2	27	4	27	12	32	13	3

Table 2. Descriptive statistics and correlations between linguistic communication and emotional competence at age 3, 4, and 5

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1 3 years linguistic communication	—														
2 3 years emotional awareness	.245	—													
3 3 years emotional expression	.567**	.340**	—												
4 3 years emotional understanding	.460**	.354**	.389**	—											
5 3 years emotional regulation	.433**	.528**	.440**	.488**	—										
6 4 years linguistic communication	.570**	.407**	.433**	.487**	.368**	—									
7 4 years emotional awareness	.322*	.453**	.334*	.208	.261	.607**	—								
8 4 years emotional expression	.486**	.343**	.553**	.421**	.219	.722**	.609**	—							
9 4 years emotional understanding	.460**	.269*	.346**	.353**	.242	.663**	.500**	.574**	—						
10 4 years emotional regulation	.222	.231	.305*	.122	.329*	.466**	.431**	.279*	.516**	—					

1	5 years	.40	.09	.16	.06	.14	.54	.14	.45	.48	.32	—				
1	linguistic communication	8**	0	1	5	8	9**	4	2**	8**	3*					
1	5 years	.24	.16	.10	-.1	.11	.14	.38	.28	.34	.44	.43	—			
2	emotional awareness	7	6	6	06	4	2	3**	3*	0*	4**	3**				
1	5 years	.39	.19	.36	.23	.27	.42	.40	.62	.56	.53	.55	.54	—		
3	emotional expression	1**	8	7**	7	0*	6**	9**	8**	0**	8**	8**	3**			
1	5 years	.26	-.0	.05	.08	.05	.22	.10	.33	.54	.29	.60	.55	.54	—	
4	emotion understanding	2*	02	4	5	1	1	1	8*	4**	0*	1**	7**	9**		
1	5 years	.15	.18	.12	.03	.09	.21	.16	.14	.25	.62	.35	.48	.36	.42	—
5	emotion regulation	6	8	3	1	5	5	5	2	2	0**	8**	6**	2**	3**	
	M	3.3	3.7	3.9	3.0	3.4	3.5	3.9	4.1	3.6	3.5	3.6	3.9	4.2	4.0	3.4
	SD	.07	.61	.83	.83	.91	.22	.12	.46	.80	.83	.88	.53	.10	.51	.16
		.72	.92	.91	1.1	.91	.52	.80	.83	.91	.92	.41	.79	.71	.77	.73
		9	4	5	27	8	9	5	0	0	1	6	0	1	4	3

* $p < .05$; ** $p < .01$

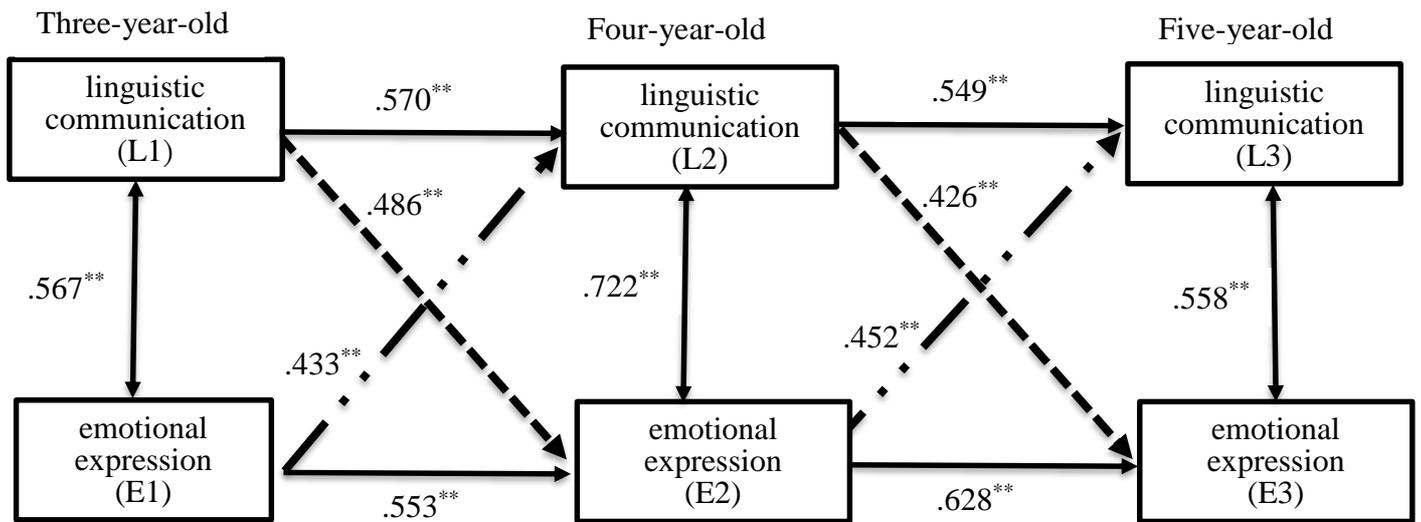


Figure 1. Cross-lagged analysis of the relationship between linguistic communication and emotional expression. L1, the first survey for linguistic communication; L2, the second survey; L3, the third survey; E1 the first survey for emotional expression and so forth. * $p < 0.05$, ** $p < 0.01$.

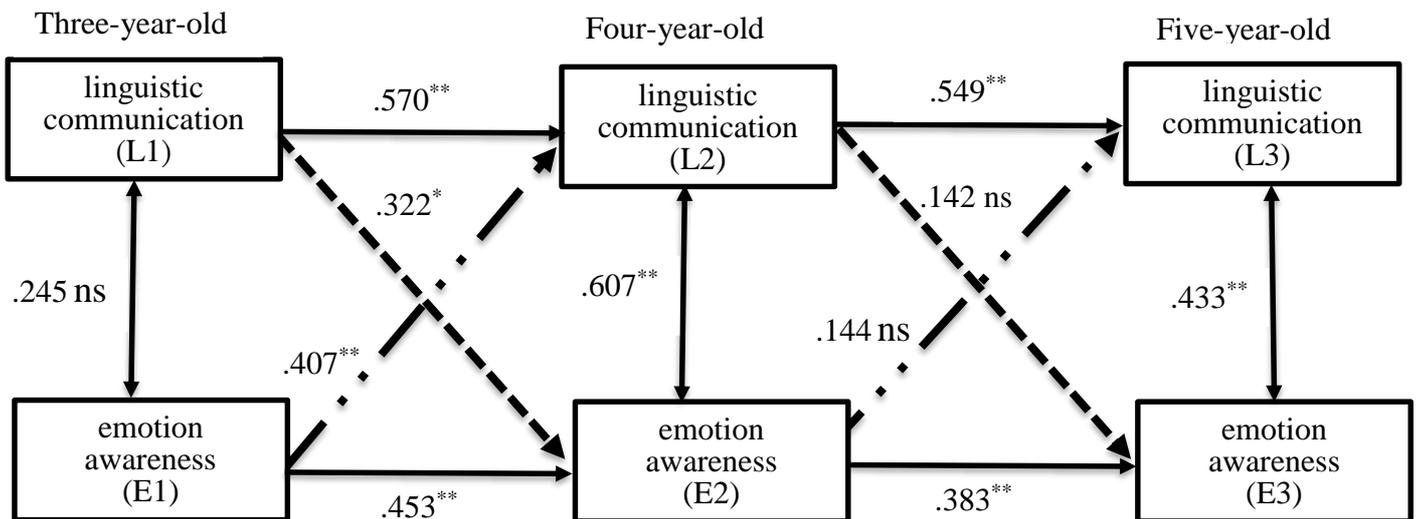


Figure 2. Cross-lagged analysis of the relationship between linguistic communication and emotional awareness. L1, the first survey for linguistic communication and so forth; E1 the first survey for emotional awareness and so forth. * $p < 0.05$, ** $p < 0.01$.

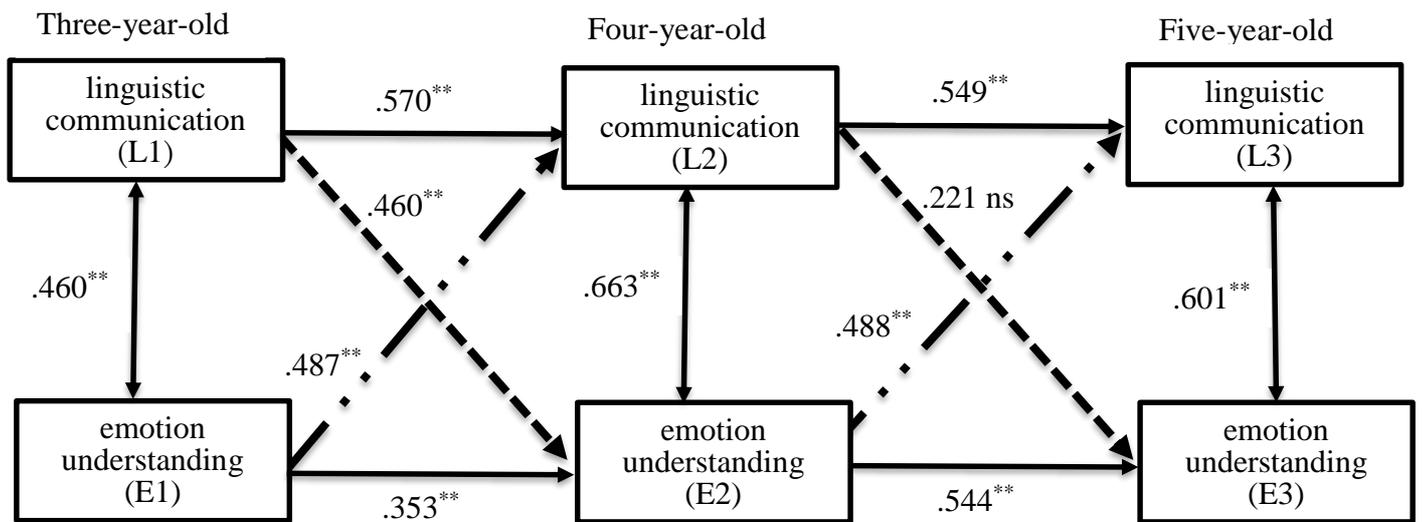


Figure 3. Cross-lagged analysis of the relationship between linguistic communication and emotional understanding. L1, the first survey for linguistic communication and so forth; E1 the first survey for emotional understanding and so forth. * $p < 0.05$, ** $p < 0.01$.

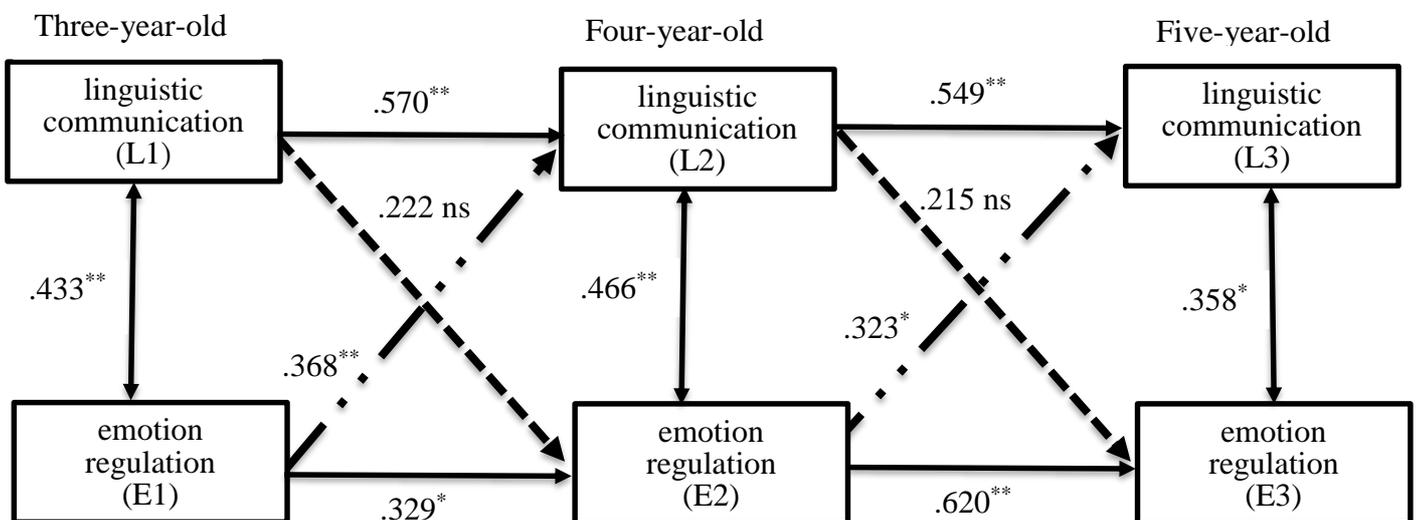


Figure 4. Cross-lagged analysis of the relationship between linguistic communication and emotional regulation. L1, the first survey for linguistic communication and so forth; E1 the first survey for emotional regulation and so forth. * $p < 0.05$, ** $p < 0.01$.

科技部補助專題研究計畫出席國際學術會議心得報告

日期：111 年 5 月 23 日

計畫編號	MOST 107-B1-090C		
計畫名稱	台灣地區新住民家庭對幼兒發展影響之追蹤調查研究(第二期)		
出國人員姓名	葉郁菁	服務機構及職稱	嘉義大學幼兒教育學系教授
會議時間	2022 年 5 月 15 日至 2022 年 5 月 19 日	會議地點	Montreal, Canada (visual)
會議名稱	(英文) 24 IUHPE World Conference on Health Promotion		
發表題目	The Implementation of Health Promotion to Nursery Children in Taiwan		

一、參加會議經過

第 24 屆 IUHPE 世界研討會(The 24th IUHPE World Conference on Health Promotion) 於 2022 年 5 月 15-19 日於加拿大蒙特婁(Montreal) 舉行。參加者包含來自世界超過 1200 位在健康醫療、公共衛生、教育領域的學者專家，並有多篇重要論文發表。本年度的研討會擇定的大會主題為：Promoting policies for health, well-being and equity，在後疫情時代尤為重要。尤其是 equity for different ages, different races，在會議中尤其引發非常多的討論。

二、參與會議過程與心得

(一) 聆聽會議專題演講內容

第 24 屆 IUHPE 研討會特別邀請世界衛生組織譚德賽(Tedros Adhanom Ghebreyesus/ World Health Organization)發表專題演講。

本年度年會的核心議題為健康促進政策，為所有年齡、不同族群的公平的衛生政策，尤其在新冠肺炎的衝擊下，世界各國面對疫情時

代，如何透過公平的衛生政策，保障所有族群的健康促進，需要集結各國的執行經驗，提供世界各國面對新冠肺炎疫情，制定全人類、關注不同族群公平性、對所有年齡，包含幼童和長者公平的健康促進政策。這些政策的執行，需要有實證數據的支持，大量的學術研究，提供了世界對抗新冠肺炎疫情的重要政策規劃依據，各國依據日內瓦憲章，確保各國擁有足夠的醫療量能，提供全人類獲得需要的醫療和健康促進。政府應提供不同種族醫療「公平」機會，並使所有族群都可以獲得足夠且適當的疫苗、醫療資源和福祉(well-being)。第 24 屆的 IUHPE 提供健康促進政策決策者、公共衛生專家學者一個良好的平台，透過這個研討會，彼此貢獻所知，大家努力的目標只有一個，提供全球人類面對嚴峻的(後)疫情時代，全球的公共衛生專家今日齊聚一堂，共同思考因為疫情造成的資源和醫療不公平現象，透過這些反思，全球人類應該共同努力，為世界提供一個健康促進的美好未來。

本次世界會議採視訊會議，本人選擇與聆聽線上論文發表的場次共包含下列七場次：

May 16th Breaking News- Seizing current opportunities and challenges

8:00-9:30 pm. (Taiwanese Time)

Speakers: Cindy Blackstock/ Colectivo Lastesis/ Anna Matheson

May 16th 10:00-11:15 PM (Taiwanese time)

Topic: Social models of health literacy – the contribution of distributed health literacy in online and offline community

Speakers: Jane Willis/ Susie Sykes/ Tetine Sentell/ Evelyn Mcelhinney/ Helle Terkildsen Maindal/ Angela Leung

May 17th 7:00-8:00 AM (Taiwanese Time)

Topic: Aboriginal cultural governance of health research

Speakers: Brett Biles/ Aryati Yashadhana/ Wendy Jopson/ Red Fields/ Margaret Raven/ Stephanie Topp

May 17th 8:00-9:30 PM (Taiwanese Time)

Topic: Breaking Free-Moving beyond inequity and division

Speakers: Dean Schillinger/ Karine Gentelet/ Madalitso Phiri

May 17th 10:00- 11:15 PM (Taiwanese Time)

Topic: Creating conditions for physical activity

Speakers: Sven Messing/ Peter Gelius/ Stephanie Alexander/ Veronique Gosselin/ Jany St-Cyr

May 18th 8:00-9:30 AM (Taiwanese Time)

Topic: Breaking Through- Innovation for today and tomorrow

Speakers: Sandro Galea/ Mumilaaq Qaqqaq

May 19th 10:45PM-12:30AM(Taiwanese Time)

Closing Ceremony & Plenary

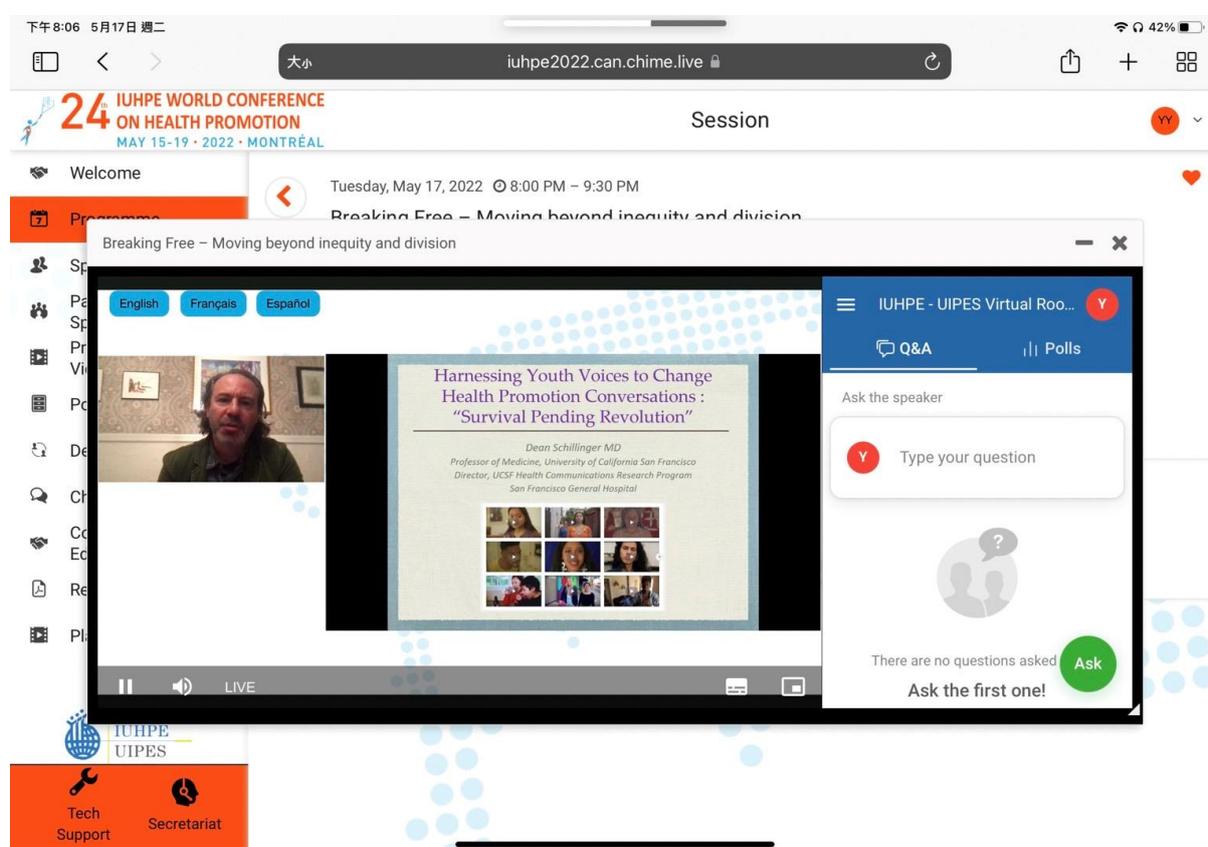
Speakers: Theresa Tam/ Treena Delormier/ Sione Tultahi/ Evelyne De Leeuw/ Margaret Barry/ Kuabe Comeau

以下彙整上述場次論文發表的重要內容：

Schillinger 醫師為加州大學舊金山分校(UCSF)醫學院教授，他進行國際有關疾病相關的公共衛生、醫療溝通、健康政策、社區醫療的縱貫性大型研究，他曾擔任加州糖尿病預防和控制計畫的主任。今年度 IUHPE 世界研討會，Schillinger 教授以「Harnessing Youth Voices to Change Health Promotion Conversations: “Survival Pending Revolution”」為題，從過去的縱貫型研究 model，將人口疾病和公共衛生的長期健康資料與社會政策對照，發表並提出健康促進的政策建議，運用健康的關鍵數字達到對黑人青少年有效的社區宣傳方式。首先，Schillinger 提到社交媒體平台(social media platform)如何影響公共衛生，社交媒體的 outcomes 有三個主要的特徵(attributes)：傳播(communication)、宿主(host)、和病原體(pathogen)。Schillinger 的專題

演講主要聚焦於社交媒體扮演防止病毒傳播的效益。他以美國「The Bigger Picture.org」為例，這是一個預防糖尿病的社交媒體。在美國因為新冠肺炎疫情致死的比例出現種族的差異性，黑人整體致死率高於其他種族、且接受疫苗接種的比例也是最低，Schillinger 的社區調查分析結果顯示，尤其黑人青少年接種疫苗的比例又是所有年齡層中最低，完成兩劑接種的年齡比，從趨勢明顯看到黑人青少年和印度裔或拉丁美洲裔青少年明顯偏低。因次疫苗施打和宣導的重點對象，從上述社區調查中，可以清楚聚焦。但是疫苗施打是政策議題？還是政治議題？從醫療與社會的觀點，例民眾施打疫苗、接種追加劑，常常泛政治化變成政治口水的討論。Schillinger 提出，黑人青少年主導健康議題的論述，比政府的政策更有效益、更能達到宣導效果。下面是黑人青少年提出的論述觀點：COVID is a virus that doesn't discriminate, but society does. People of color have suffered and died from COVID more than others. Now we have vaccine. 社會可能對黑人會有歧視，但是新冠肺炎不會。黑人因為新冠肺炎死亡的人數遠超過其他族群。黑人青少年 YouTuber 拍攝了短片('A Walk Through The Valley' – Nia Leilani，透過同儕的言說力量，鼓勵黑人青少年施打疫苗 (<https://thebiggerpicture.youthspeaks.org/>)。數據顯示，青少年第二型糖尿病罹患新冠肺炎的比例更高，更容易受新冠肺炎影響，因此公共衛生的介入，應鎖定第二型糖尿病的高危險群，黑人青少年。The Black Panther Party on View 指出，我們應該依據社區民眾的需求，設計符合他們可以接受的方案。Schillinger 認為，在美國住宅情形是防疫不公平性的主要原因，集聚式住宅、髒亂的居住環境讓疫情的擴散加速，同時，居家隔離在家工作呈現社會階級的差異，白人、擁有高收入者，可以在家居隔工作，讓他們遠離暴露染疫的風險；但黑人或拉丁美洲裔族群的工作型態，很難讓他們可以居隔在家，工作不受影響。從大數據分析中發現，是否能居隔工作與三項因素達到顯著相關：種族、教育程度、美國公民類型。只有 3% 中學教育程度以下者可以居家工作，對比超過一半以上擁有高學歷者(advanced degrees)。因此政府的政策，是減少醫療資源不足的群體染疫風險並減少因為社

會資源不公平造成的死亡率。Schillinger 挑戰公共衛生的溝通(public health communication)經常是基於科學事實但對一般民眾或宣導的群體缺乏認同感。公共衛生的訊息(messages)大部分從專家學者而來，這些訊息是 fact-based(基於事實的、數據的)，但也是基於恐懼的(fear-based)。如何轉化公共衛生的訊息從邏輯辯論的認知導向，到敘事性的情感導向。溝通(communication)與教育(education)是公共衛生與防堵疫情的重要手段。



Stephanie Alexander 以「Developing a play street in a central Paris neighborhood: the process and context of the Rue-golotte play street」為題，報告在法國巴黎兒童健康體能的執行方式。本人因為執行國民健康署健康促進幼兒園計畫，因此對於其他國家執行健康體能的方式特別有興趣。這篇論文分享了在法國如何運用 Rue-golotte 的方式，鼓勵兒童在戶外空間進行遊戲。首先 Alexander 指出兒童遊戲在公共空間的發展

歷程：1900 年代工業化革命時代以來，經歷都市化等社會變遷，遊戲場一直主導兒童遊戲的形式和樣態，直到 1980, 1990 年代戶外活動應具有安全性的、應被監督管理的、有組織的。但對兒童戶外遊戲卻充滿恐懼，擔心車子、交通、陌生人危險性，隨著新冠肺炎影響，讓戶外活動變得更加困難。2000 年法國的政治和社會氛圍，希望增加兒童可以使用的公共空間，2015 年全法國有四個協會主導開放街道遊戲的方案。公共遊戲開放空間的對象是年輕夫妻與幼兒，中產階級、社區中的綠地空間有限的區域。街遊計畫的經費來源是巴黎市政府，九月和十月的每星期五，利用街道部分空間，開放給育兒家庭和幼兒使用，兒童可以玩遊戲、扮演活動等。研究採用質性研究，採取半結構性訪談家長、遊戲工作者，分析結果歸納以下主題：街道遊戲方案用新的方式看待街道和鄰居、自由與遊戲被賦予新的定義—自由遊戲是界於自由與控制兩者之間、以及管理的風險。家長認為他們透過街道遊戲方案，重新認識社區和街坊鄰居；家長和兒童之間彼此互助，有助於兒童的社會化。管理的風險包含恐怖分子的攻擊和對於來自社區居住者的擔憂和恐懼。開放式街道遊戲需要事先規劃嚴格的風險管理計畫，避免任何可能發生的攻擊危險。開放式街道遊戲的優點可以鼓勵志工和鼓勵自由遊戲，但對當地社區和風險管理的影響評估需要更為謹慎小心。

The screenshot shows a Zoom meeting slide with the following content:

- Header: of viewing the street and neighbourhood
- Menu: IUHPE - UIP, Q&A
- Text: f the street & children
- Text: *ow we perceive the street and what it can be for t only a threat" (P-F3)*
- Text: *ay of seeing children ... a different way of interacting*
- Image: A photograph of a street scene with children playing, credited to Alexander S.
- Text: *omphy of play from the past*
- Text: *arents who tell us 'when I was a kid I lived in the neighborhood and I reets since there were far fewer cars, a little after the war or even before was free for children to play', so we adopted that philosophy" (P-F1)*
- Text: Type you

下午10:28 5月17日 周二

大小 iuhpe2022.can.chime.live

Conclusion



Rue'golotte Play Street:

- Highly motivated volunteers & promotion free play
- Changes in perception and function of the street (play, socialising)
- Yet, the necessity of security measures
 - Mediates possibilities for how children can play in the street

Some reflections:

- Is the need for safety a particularity of this Paris neighborhood? Is it linked to more widespread discourses on security/risk?
- Does it hinder freedom? Or does it allow another form of freedom?

NEXT? Part II of Study: Follow the development of a 2nd play street to assess street-related changes before and after

上午7:01 5月17日 周二

大小 iuhpe2022.can.chime.live

24 IUHPE WORLD CONFERENCE ON HEALTH PROMOTION
MAY 15-19 · 2022 · MONTRÉAL

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Aboriginal cultural governance of health research



Aboriginal Cultural Governance of Health Research

Ted Fields Jnr
Wendy Jopson
Brett Biles
Aiyah Yoshudharma
Stephanie Topp

Facilitator: Dr Brett Biles – Murrumbidgee Nation
Director of Indigenous Health, Medicine and Health,
UNSW Sydney

IUHPE - UIPES Virtual Room

Q&A | Polls

Ask the speaker

Type your question

There are no questions asked yet

Ask the first one!

people

Zoom Room 07

7:00 AM – 8:00 AM

Tech Support | Secretariat

下午 8:24 5月18日 週三

大小 iuhpe2022.can.chime.live

24 IUHPE WORLD CONFERENCE ON HEALTH PROMOTION
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IUHPE - UIPES Virtual ...

Q&A Polls

Ask the speaker

Type your question

Popular Recent 1 question

Evelyne de Lee... 23 minutes ago 15 likes

welcome to Day Three of the conference

Part II: What does Race Have to do with the Covid-19 pandemic?

- What is the relationship between racism, health and the Covid-19 pandemic?
- Racism is not simply a discourse but practice: produces certain kinds of knowledge of the colonized/exploited that makes the practice of domination, restructuring and having an authority of the colonized natural (see Bhabha 2001, Magubane 2007, 2001, 1996, 1979).
- White supremacy and racism are but expressions of measures European adventurers produced a cultural system of beliefs and images.
- The system inflicts ontological wounds on colonized humanity wherever they are in the white world (Global Racial Polity).

Virtual room 1 (with simultaneous interpretation)

10:00 PM – 11:15 PM

Tech Support Secretariat

下午 11:34 5月19日 週四

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Virtual room 1 (with simultaneous interpretation)

Closing Ceremony & Plenary

English Français Español

LIVE

Closing Ceremony: 主持人致謝詞

下午11:45 5月19日 週四
iuhpe2022.can.chime.live

Plenary

Français Español

President:
Sione Tu'itahi (New Zealand)

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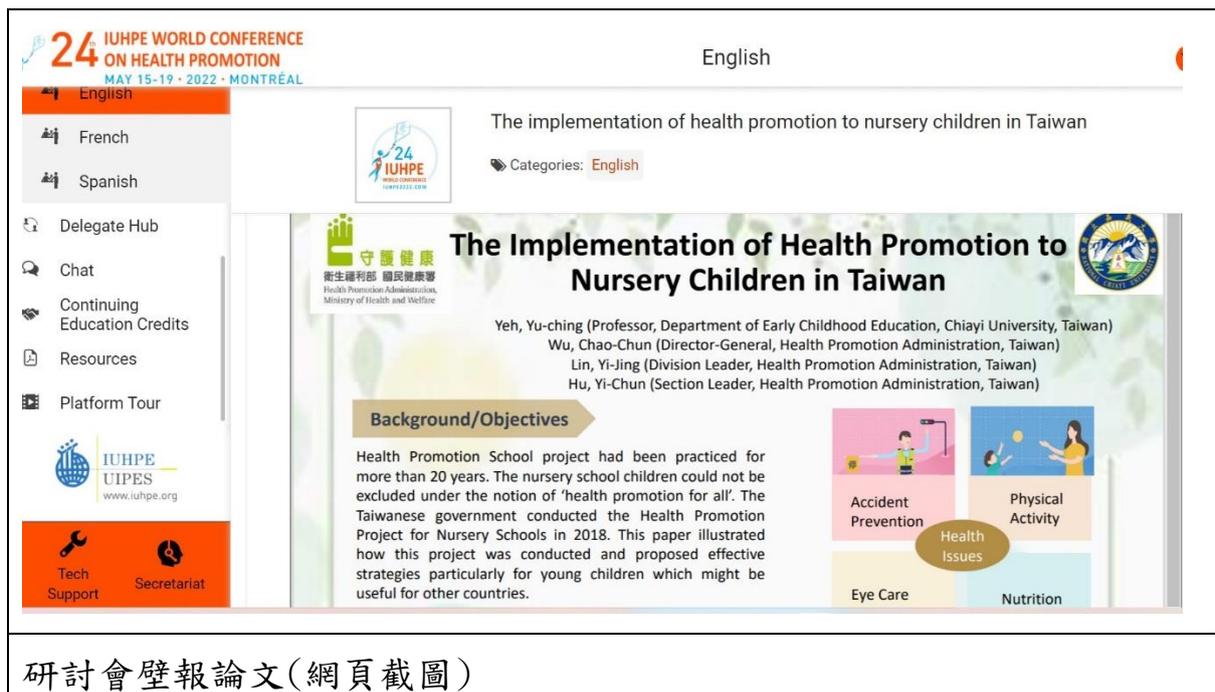
Angela Young (Hong Kong)
Ann Pederson (Canada)
Bhavna Mukhopadhyay (India)
Claudia Meier Magistretti (Switzerland)
Evelyne de Leeuw (Australia)
Louise Baldwin (Australia)
Louise Potvin (Canada)
Rosalie Aduayi Diop (Sénégal)
Shu-Ti Chiou (Taiwan)
Sione Tu'itahi (New Zealand)
Stephan Van den Broucke (Belgium)

Closing Ceremony: 本屆理事長致詞並介紹下一屆理事長與大會主席團，其中台灣的邱淑媿榮膺大會理事

二、論文發表

本次研討會，衛生福利部國民健康署有關健康促進議題共有七篇論文發表，包含台灣師範大學公共衛生學系張鳳琴教授的健康促進學校、輔仁大學公共衛生學系陳富莉教授的健康促進國際認證、以及嘉義大學幼兒教育學系葉郁菁教授的健康促進幼兒園，在研討會中 promote 台灣在健康促進議題上的成果，並將台灣的成功經驗與世界分享。

本篇論文題目為「The Implementation of Health Promotion to Nursery Children in Taiwan」，介紹自 2017 年以來國民健康署的健康促進幼兒園試辦計畫成果。論文作者分別為：嘉義大學葉郁菁教授、國民健康署吳昭軍署長、國民健康署婦幼組林宜靜組長、胡怡君科長。



研討會壁報論文(網頁截圖)

1. 健康促進幼兒園計畫緣起

依據「兒童及少年福利與權益保障法」第 4 條，政府為維護兒童及少年健康，促進其身心健全發展，應提供所需服務及措施；以及「優生保健法」第 7 條第 3 款，衛生主管機關應實施嬰、幼兒健康服務。有鑑於學齡前兒童是生長發育重要階段，為提升學齡前兒童健康，國民健康署於 107 年 8 月至 108 年 6 月推動前驅性試辦計畫，以「幼兒園的健康政策」、「幼兒健康技巧與行為」、「家長溝通和社區資源」3 大架構，結合 4 大健康議題(視力保健、事故傷害防制、飲食營養、健康體能)於 6 所幼兒園試辦，已有初步成效及回饋。

109-110 年以上試辦模式為基礎，並結合教育部國民及學前教育署，以及地方政府共同擴大辦理，招募涵蓋不同區域、型態及規模之幼兒園共計 173 園，其中 73 園為 110 年新辦幼兒園。培訓幼兒園教保人員 492 人、健康促進計畫訪視輔導人員 100 人，透過教保人員及家長、兒童之全面參與，提升 4 大議題健康識能，期降低兒童之近視率及事故傷害事件、提升幼兒均衡飲食比例與強化健康體能。

2. 幼兒園健康促進的概念架構

(1) 三大面向

幼兒園健康促進包含三個面向（圖 1）：幼兒園的健康政策、幼兒健康技巧和行為、家長溝通和社區資源。幼兒園、幼兒個人、家長和社區是三個彼此影響的環扣，任何健康促進的作為，都可能產生彼此的交互作用影響。

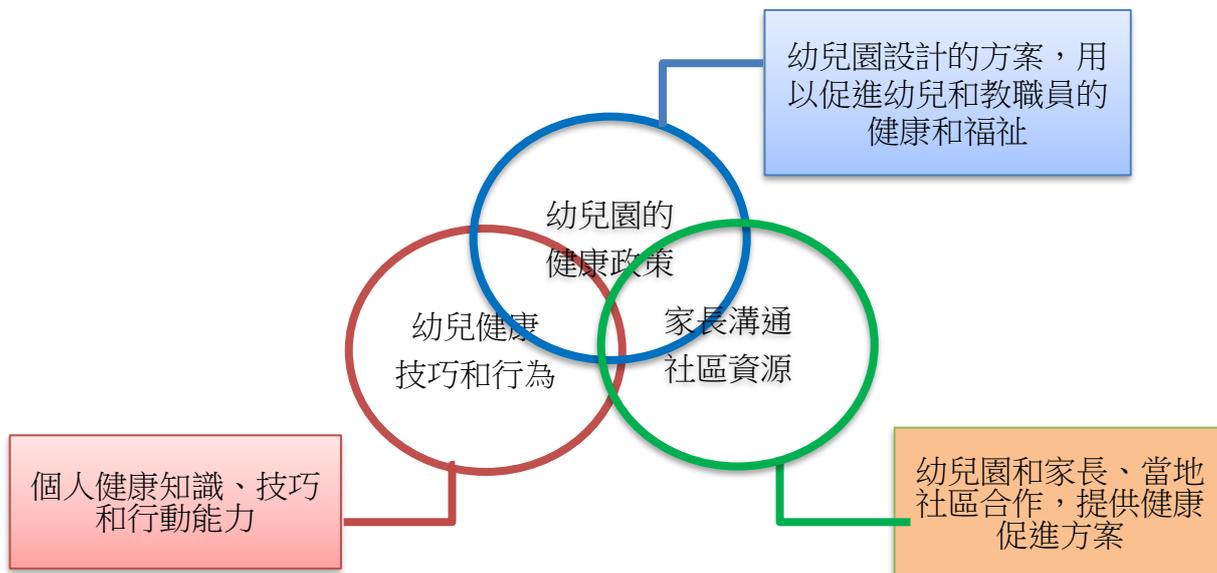


圖 1、幼兒園健康促進核心架構圖

(2) 目標、指標和策略

107 年國民健康署委託的「幼兒園健康促進試辦計畫」，透過資料蒐集、諮詢小組委員討論，研擬的健康促進的目標、策略與指標的定義如下：「目標」指的是：一個大範圍的願景和想達到的未來的模樣。例如：幼兒園的健康政策的目的是什麼？家長溝通和社區資源想要達到的最終結果是什麼？「策略」指的是：要達到上述目標可以運用的方法。「指標」則是用來評估上述目標是否達到的檢測標準。例如，幼兒園提供營養師諮詢，評估的方式可以是幼兒園提供家長營養師諮詢的比例從 10% 提高到 30%。

幼兒園的方案可以參照指標設計方案實施前後的評估方式。例如，「幼兒辨識健康飲食的正確率」，可以運用圖卡，讓幼兒辨識何者是健康的飲食行為，並在方案實施前與實施後對幼兒施測。施測結果可以做為「健康促進」的衡量指標。這一項也可以運用教學過程的團討、或者其他方式蒐集資料。

3. 109-110 年試辦成效

109-110 年度委託執行的主要部分包含：檢討與修正 109 年度健康促進幼兒園模式；辦理及輔導幼兒園所參與計畫；介入健康促進幼兒園試辦園所；發展不同健康促進擴展模式；辦理 109 年計畫成果分享會。上述各項計畫內容均依規劃進度執行完畢。計畫團隊並提出下列政策建議供參：

(1) 運用幼兒園參與試辦計畫的關鍵因素做為擴增誘因

家長支持和參與強化幼兒園參與動機：幼兒園與家長和社區的緊密結合為健康促進幼兒園模式的特色，幼兒園因為介入健康促進計畫，家長給予正向回饋，對私立幼兒園的招生極有幫助，鼓勵幼兒園持續推動。幼兒園在疫情期間也觀察幼兒因為使用 3C 產品時間增加，戶外運動減少，造成幼兒視力不良和體重過重情形，幼兒園希望透過延續計畫執行，將健康促進議題列入明年的執行方案。

訪輔人員為該縣市幼教輔導團成員或具有幼兒園輔導相關經驗的園長、主任或資深教師，對幼兒園的課程執行有足夠的了解，可以透過與教保人員討論過程提供健康促進議題融入幼兒園的具體建議，受輔幼兒園受益良多。

(2) 幼兒健康行為的改變與家庭生活型態的養成需要長期持續

短期內的前後測檢測不易看到健康議題的有效改變、需要觀測長期介入效果：有些健康促進議題不如其他領域的課程容易看到幼兒的認知或外

在明顯的變化，但幼兒園仍可以透過課程和生活作息的實踐，將正確的健康觀念傳達予幼兒，若從幼兒兩個月內的前後測數據，不易看到成效，但若從長期參與健康促進幼兒的一年以上的前後測數據看到客觀效益。

(3)健康促進模式繼續修正並擴增模式

與健康促進學校指標銜接：健康體能、視力保健、營養和事故傷害防制四大議題為幼兒園較常見的健康議題。國內健康促進學校執行超過二十年，已經具有相當的模式和基礎，且國內中小學若有附設幼兒園，也會朝向向下延伸至幼兒園共同推進健康促進。未來若要與國中小的健康促進學校計畫對接，部分議題（例如口腔保健、體位等）需要研擬與健康促進學校的指標介接。

幼兒園健康促進議題整合：續辦的幼兒園因為增加新的議題發現四大議題之間有其共同性，執行健促計畫並沒有想像中的困難，幼兒園也更樂意做跨議題的整合。計畫團隊未來應積極規劃「跨議題」的整合模式，提供幼兒園引導、指標規劃和執行的作法。

(4)擴大縣市參與規模與幼兒園、訪輔人員培訓

與國教署合作，鼓勵幼兒園加入：本年度執行擴展模式結果發現，策略聯盟的互利共享不足以成為幼兒園積極參與的誘因。全國推動需要國教署建立誘因機制，例如對於參與健康促進計畫的幼兒園比照教育部幼兒園輔導計畫可以採計教保人員在職研習進修時數。或者參與健康促進幼兒園家數或比例，可列入縣市政府健康促進的評比機制。

(5)透過增能研習課程，強化幼兒園與訪輔人員功能

邀請幼兒園分享計畫執行：針對主題開設研習並請作相同議題的優良園所分享計劃進行的方法內容，或創新教法資源。

分區教育增能訓練的內容，除了有關四大議題的概念澄清，也邀請該

議題執行績優的幼兒園分享他們的做法。

(6)健康促進幼兒園辦理與成果的宣傳

透過成果發表達到宣傳目的：110 年度邀請 8 家幼兒園進行成果發表會，並在國教署與國健署的大力支持下，由兩署長官出席並頒發成果發表證明，之後持續於臉書社團分享上述幼兒園的特色，對其他幼兒園有激勵的作用。未來建議仍持續辦理績優獎勵措施，以鼓勵幼兒園持續進行。

四、 附錄：論文摘要

本次參加 IUHPE 世界研討會壁報論文如下：

The Implementation of Health Promotion to Nursery Children in Taiwan



Yeh, Yu-ching (Professor, Department of Early Childhood Education, Chiayi University, Taiwan)
 Wu, Chao-Chun (Director-General, Health Promotion Administration, Taiwan)
 Lin, Yi-Jing (Division Leader, Health Promotion Administration, Taiwan)
 Hu, Yi-Chun (Section Leader, Health Promotion Administration, Taiwan)

Background/Objectives

Health Promotion School project had been practiced for more than 20 years. The nursery school children could not be excluded under the notion of 'health promotion for all'. The Taiwanese government conducted the Health Promotion Project for Nursery Schools in 2018. This paper illustrated how this project was conducted and proposed effective strategies particularly for young children which might be useful for other countries.

Methods

Six nursery schools participated in the project and they chose one of the following health issues: eye care, healthy diet, physical activity, and accident prevention. The nursery teachers designed health promoting activities and children's health data were collected for 6 months.



Health Promotion Approaches



Resources for Nursery Schools

Discussions

- The effective strategy was to integrate health issues into young children's daily activities.
- The subjects of health promotion shall include not only young children but also the staff. It is suggested to be incorporated in the approach of 'schools' policy'.
- The nursery teachers needed support from health and ECE professions. A supervising model including training health supervisors and school visits once a month. This model was reported by nursery school teachers as effective.

Keywords: young children, health promotion, nursery school, approaches
Correspondent: Prof. Yeh, Yu-Ching ycyeh@mail.ncyu.edu.tw



Results : health improved after interventions

Eye care

Eyesight was the most difficult issue that needed long-term involvement. Only **30%** of young children who had eyesight problems were reported improved.

Physical activity

Physical activities were commonly adopted by the nursery schools and the results were effective: young Children's gross-motor ability achieved standard (**70%~80%**).

Nutrition

Young children with a healthy diet increased from **49.3%** to **54.7%** and the overweight children decreased **12.4%**.

Accident Prevention

Parents' involvement in young children's health activities increased. Parents adopted children car seats increased **14%** and they took children for outdoor activities at the weekend also increased.



The Implementation of Health Promotion to Nursery Children in Taiwan (100 words summary)

The Taiwanese government conducted the Health Promotion Kindergarten Project since 2018. This study illustrated how this project was conducted and effective strategies were proposed. Four health issues included eye care, healthy diet, physical activity, and accident prevention were conducted with priority at the nursery schools. The results showed that young children's health improved after 6-month intervention. Young Children's gross-motor ability achieved standard (70%~80%). Children with a healthy diet increased from 49.3% to 54.7% and the overweight children decreased 12.4%. Thirty percent of young children who had eyesight problems were reported improved.

Title of Research Presentation**The Implementation of Health Promotion to Nursery Children in Taiwan**

(Sentence case, maximum 200 characters, including spaces)

(Abstract: Maximum 2500 characters, including spaces but excluding title)

Background/Objectives

Health Promotion School project had been practiced for more than 20 years. The nursery school children could not be excluded under the notion of 'health promotion for all'. The Taiwanese government conducted the Health Promotion Project for Nursery Schools in 2018. This paper illustrated how this project was conducted and proposed effective strategies particularly for young children which might be useful for other countries.

Methods

Six nursery schools participated in the project and they chose one of the following health issues: eye care, healthy diet, physical activity, and accident prevention. The nursery teachers designed health promoting activities and children's health data were collected for 6 months.

Results

1. The 6 approaches adopted from SHE (School for Health in Europe) were generated into 3 approaches: school policy, children's health, and parents' involvement and community researches. The 3 approaches were easily perceived and adopted by nursery teachers.
2. Parents' involvement in young children's health activities increased. Parents adopted children car seats increased 14% and they took children for outdoor activities at the weekend also increased.
3. Young children's health improved after the intervention. Eyesight was the most difficult issue that needed long-term involvement. Only 30% of young children who had eyesight problems were reported improved.
4. Physical activities were commonly adopted by the nursery schools and the results were effective: young Children's gross-motor ability achieved standard (70%~80%).
5. Young children with a healthy diet increased from 49.3% to 54.7% and the overweight children decreased 12.4%.

Discussion

1. The effective strategy was to integrate health issues into young children's daily

activities.

2. The subjects of health promotion shall include not only young children but also the staff. It is suggested to be incorporated in the approach of 'schools' policy'.

3. The nursery teachers needed support from health and ECE professions. A supervising model including training health supervisors and school visits once a month. This model was reported by nursery school teachers as effective.

Keywords

young children, health promotion, nursery school, approaches

Preferred presentation format

Individual paper

107年度專題研究計畫成果彙整表

計畫主持人：葉郁菁		計畫編號：107-2410-H-415-019-SS3		
計畫名稱：台灣地區新住民家庭對幼兒發展影響之追蹤調查研究(第二期)				
成果項目		量化	單位	質化 (說明：各成果項目請附佐證資料或細項說明，如期刊名稱、年份、卷期、起訖頁數、證號...等)
國內	學術性論文	期刊論文	2	<p>葉郁菁(2019)。新住民家庭子女國際競爭優勢的培力。台灣教育評論月刊，8(6)，12-17。</p> <p>葉郁菁(2019)。新住民母親與六個月大嬰兒的親子互動：家庭語料分析研究。教育研究月刊，297，112-129。</p>
		研討會論文	2	<p>1. 葉郁菁(2022)。育兒指導服務方案的執行現況與服務實施規劃。2022年台灣社會福利學會年會暨國際研討會，5月13-14日。嘉義：國立中正大學。</p> <p>2. 葉郁菁(2020)。The Influences of Transnational Marriage Family on Children's Language and Social Development: A Longitudinal Study。2020 教育學門專題研究計畫成果發表會。台北：科技部。</p>
	專書	0	本	
	專書論文	0	章	
	技術報告	0	篇	
	其他	0	篇	
	國外	學術性論文	期刊論文	1
研討會論文			4	<p>1. Yeh, Yu-Ching (2022). The Implementation of Health Promotion to Nursery Children in Taiwan. 24 IUHPE World Conference on Health Promotion, May 15-19. Canada: Montreal.</p> <p>2. Yeh, Yu-Ching & Chang, Chien-Ju (2018). The impact of traditional Chinese Parenting beliefs on young children's language development: Focusing on the cross-national marriage families in Taiwan. Paper presented at the NAEYC's Annual</p>

				Conference, 14-17th November. Washington DC. 3. Yeh, Yu-Ching, Chang, Chien-Ju, & Huang, Chiu-Hua (2018). The impact of traditional Chinese parenting beliefs on young children's language development: Focusing on the cross-national marriage families in Taiwan. Paper presented at the BERA (British Educational Research Association) Annual Conference 2018, 11-13th September. Newcastle: Northumbria University. 4. Yeh, Yu-Ching & Chang, Chien-Ju (2018). Learning materials and parenting do matters: how family environments affect 6-month-old infants' positive social interactions and social referencing. Paper presented at the BERA (British Educational Research Association) Annual Conference 2018, 11-13th September. Newcastle: Northumbria University.	
		專書	0	本	
		專書論文	0	章	
		技術報告	0	篇	
		其他	0	篇	
參與計畫人力	本國籍	大專生	0	人次	
		碩士生	1		成大碩士生張翊峯，負責計畫管理、訪員派案、問卷輸入和資料整理。另外本計畫聘有12位訪員，上述訪員為中研院、國科會、KIT計畫專業調訪員及新住民家庭中心社工，協助新住民家庭訪查工作。
		博士生	0		
		博士級研究人員	0		
		專任人員	0		
	非本國籍	大專生	0		
		碩士生	0		
		博士生	0		
		博士級研究人員	0		
		專任人員	0		
其他成果 (無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體		一、光華雜誌專訪：愛的語言學(2022年7月刊) https://www.taiwan-panorama.com/Articles/Details?Guid=c661d348-7e1e-4346-9502-			

效益事項等，請以文字敘述填列。)

a23618e507f6&CatId=11&postname=%E6%84%9B%E7%9A%84%E8%AA%9E%E8%A8%80%E5%AD%B8%20-%E5%8F%B0%E7%81%A3%E6%8E%A8%E6%9D%B1%E5%8D%97%E4%BA%9E%E4%B8%83%E5%9C%8B%20%E6%AF%8D%E8%AA%9E%E6%95%99%E6%9D%90
二、教育部新住民母語教材成果發表會，公共電視採訪：<https://www.youtube.com/watch?v=HH18Ei1FaEs>