

### **SOP1-3**

#### **Emotion Competency Skills in Dual Language Learners**

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Emotion competency skills, including our understanding and expression of emotion words (happy, sad), emerge from our culture- and language-specific experiences within a sociocultural context (Tsai, 2007). In bilingual children, exposure to two languages and sociocultural contexts will influence how they understand and talk about emotions. This study examined 1) the differences in emotion competency skills between the home language and English and 2) the role each language plays in emotion competency skills. Thirty typically developing, 5-year-old children, who were exposed to Cantonese since birth and learned English at school, participated in this study. Children's emotion competency skills were measured using a facial expression recognition task, a story retell task, and an emotion comprehension task. Bilingual children's language skills were measured using a vocabulary test and language sample analyses. Data analysis is ongoing. Linear regression models will be used to examine children's emotion competency skills and language skills in Cantonese and English. This study will contribute to our understanding of bilingual children's emotion competency skills, which can have implications in developing more culturally-linguistically appropriate socioemotional educational curricula.