



**UNIVERSITEIT  
GENT**

# DUTCH LANGUAGE DEVELOPMENT IN TURKISH- DUTCH BILINGUAL CHILDREN COMPARED TO MONOLINGUAL CHILDREN

Evelien D'haeseleer, Elise Ryckaert, Kristiane Van Ierde

# LANGUAGE PROFICIENCY IN TURKISH-DUTCH CHILDREN

## phonology

- Vowels
  - ≠ Turkish (8) < Dutch (16)
  - Difference long and short vowels
  - ≠ vowel height
- Consonants
  - ≠ Turkish Dutch
- = phoneme awareness (*Janssen et al., 2013*)

## morfosyntaxis

- Omissions/overgeneralisation of articles (*Aissati et al., 2005*)
- Difficulties with conjugation of verbs (*Blom et al., 2013*)
- ↓ complex sentences (*Yilmaz, 2011*)

## semantics

- ↓ Vocabulary (*Boerma et al., 2016*)
- Passive vocabulary ↑ from 4y (*Leseman, 2000*)
- Delay ↑ primary school (*Bialystok, 2010*)

## pragmatics

- Influenced by sociocultural environment (*Kecskes, 2015*)
- Narrative skills
  - = monolingual children (*Boerma et al., 2016*)

# PURPOSE

1

To investigate the language skills of 25 9-year-old Turkish-Dutch bilinguals compared to 25 age and gender matched monolingual Dutch children.

2

Secondly, in 9 Turkish Dutch bilinguals and 13 monolingual Dutch children longitudinal data of three years (at the age of 6 years and at the age of 9 years) were collected and compared.

# SUBJECTS

## Turkish-Dutch children

NUMBER: 25 children  
GENDER: ♀: 14 – ♂:11  
AGE: mean. 9;6 y [8;11 - 9;10]  
HOME LANGUAGE: Turkish-Dutch: 16 (64%)  
Turkish: 9 (36%)  
GENERATION: ① 9; ② 12; ③-④ 4

### INCLUSION CRITERIA

- Turkish mother tongue
- Dutch exposure > 2 y
- Home language Turkish
- ° 2007

## Dutch children

NUMBER: 25 children  
GENDER: ♀: 14 – ♂:11  
AGE: mean. 9;6 y [9;1 - 10;1]  
HOME LANGUAGE: Dutch: 25 (100%)

### INCLUSION CRITERIA

- Dutch (Flemish) mother tongue
- monolingual
- ° 2007

match

# LANGUAGE ASSESSMENT

## Anamnesis

- Sociodemographic info
- Language development
- Medical history

## Language battery

- CELF-4-NL
- Core language index
- Receptive and expressive index

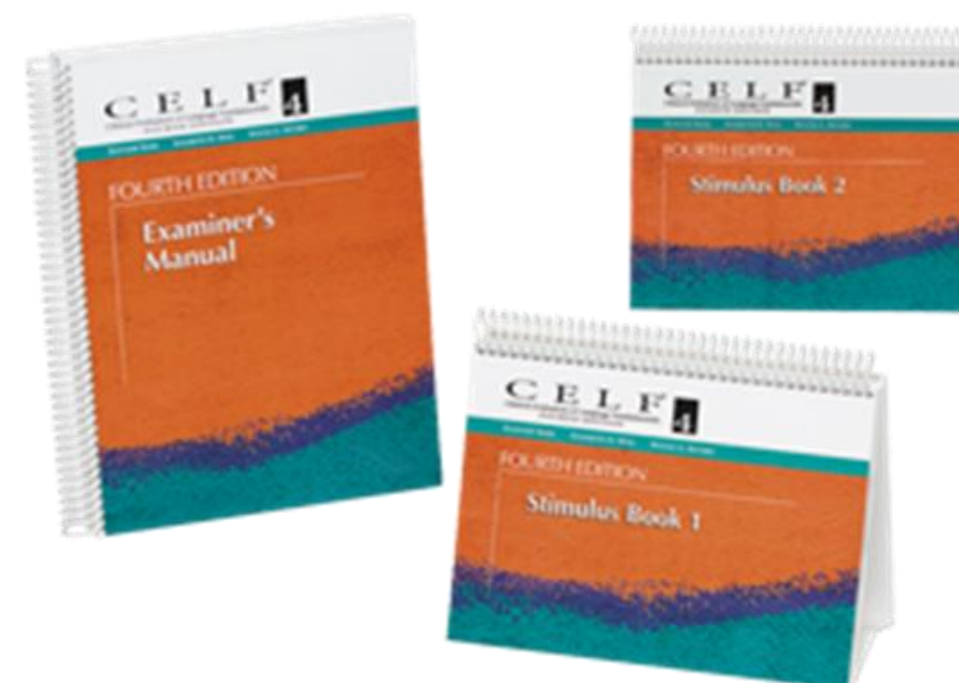
2014



9 bilinguals  
13 monolinguals

2017

25 bilinguals  
25 monolinguals



# STATISTICAL ANALYSIS

1

Comparison of the language scores between mono- and bilinguals

- Wilcoxon matched-pairs signed ranks
- McNemar test

2

Comparison of the evolution of language scores between mono- and bilinguals.

- Difference between 2014-2017
  - Wilcoxon matched-pairs signed ranks
  - McNemar test

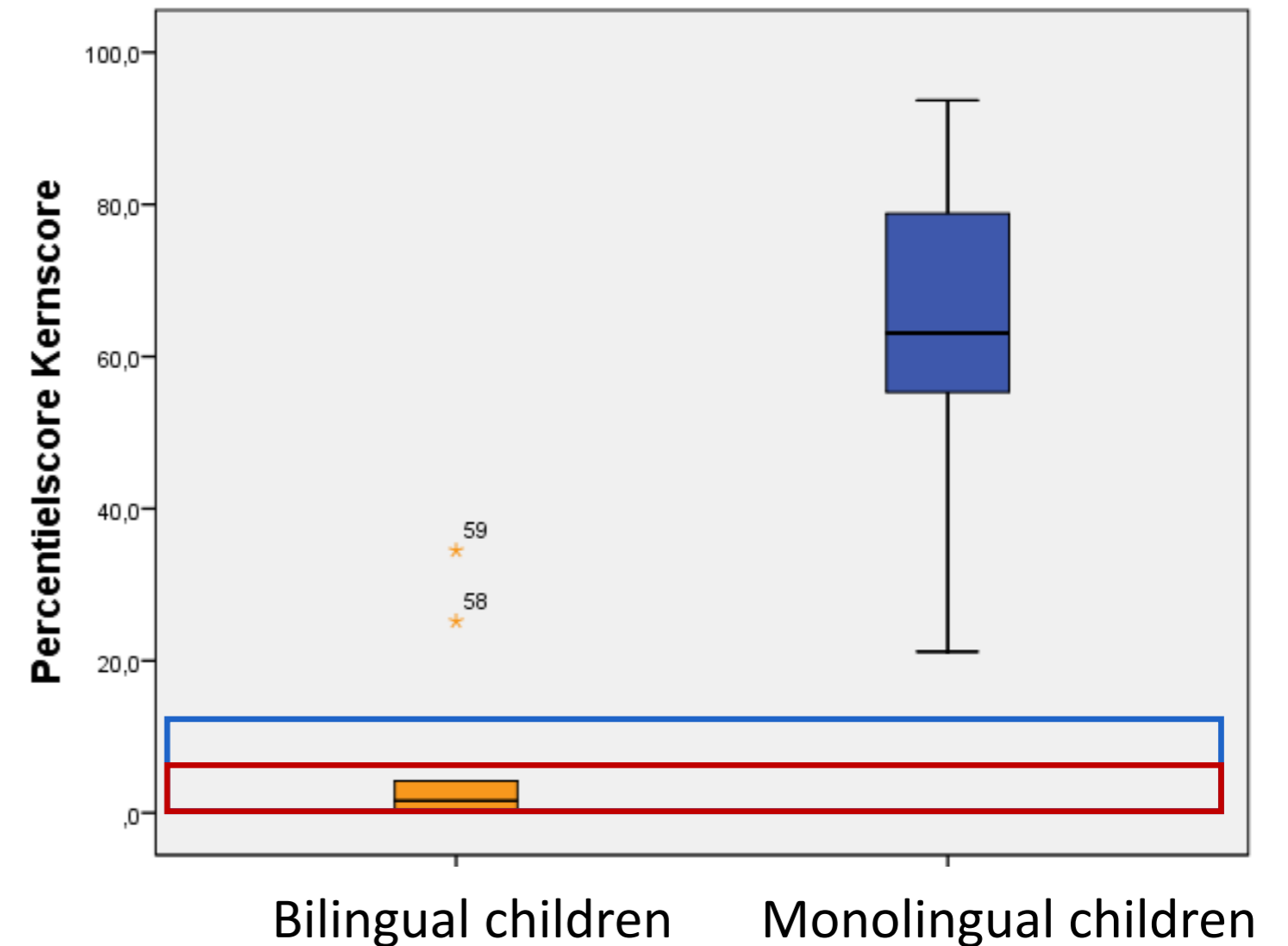
3

Impact of home language, SES, language at school, birth order, generation, gender

- Kruskal-Wallis test

# DUTCH LANGUAGE SKILLS MONO- AND BILINGUAL CHILDREN

CELF-4-NL Percentile scores	Bilingual children (Turkish-Dutch)		Monolingual children (Dutch)	
	Med.	Pc25-75	Med.	Pc25-75
Core language (CL)	4,8	1,6-12,9	80,7	60,5-89,7
Receptive language index (RTI)	6,3	2,7-10,3	74,8	52,7-90,9
Expressive language index (ETI)	5,5	0,8-15,9	78,8	65,5-89,7

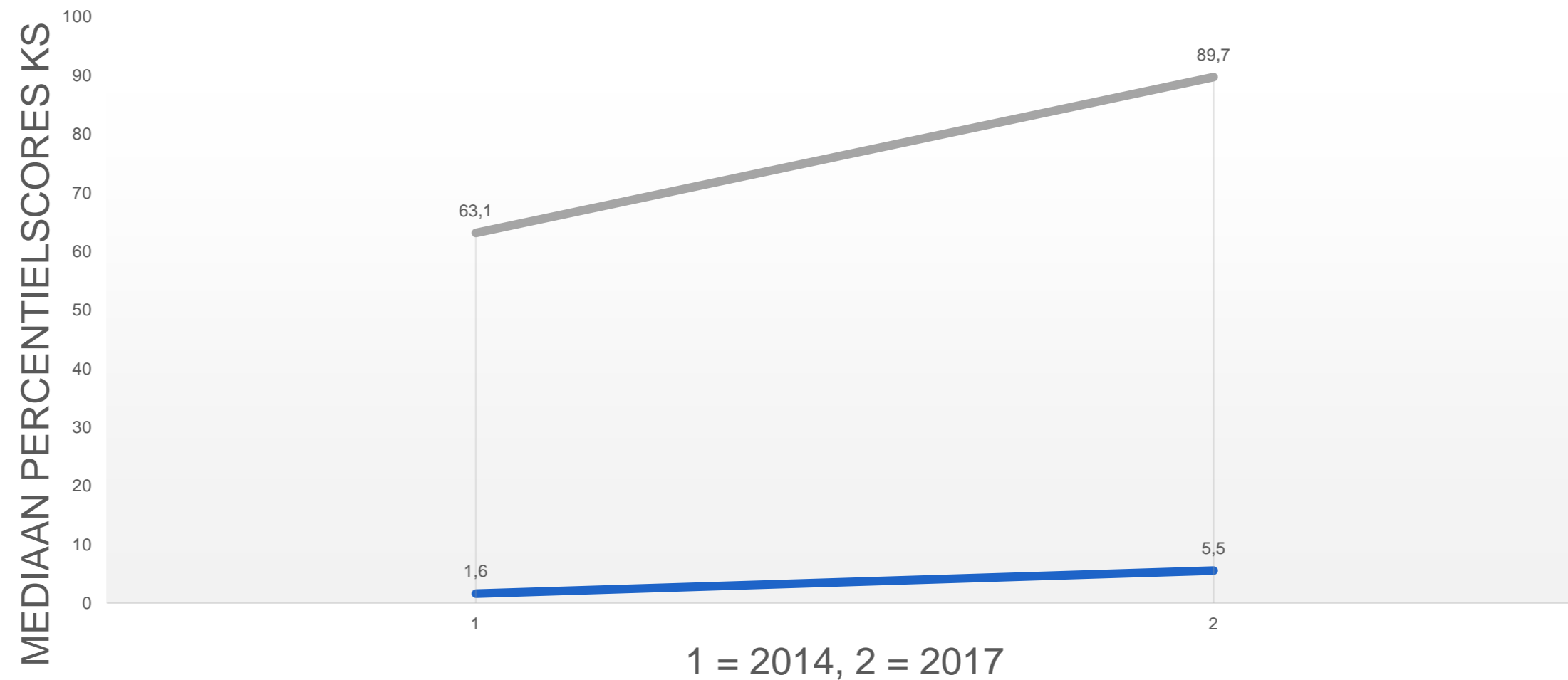




# EVOLUTION DUTCH LANGUAGE SKILLS

Evolution median percentile scores KS CELF

	p-waarde
CLI	0,186
RLI	0,060
ELI	0,695

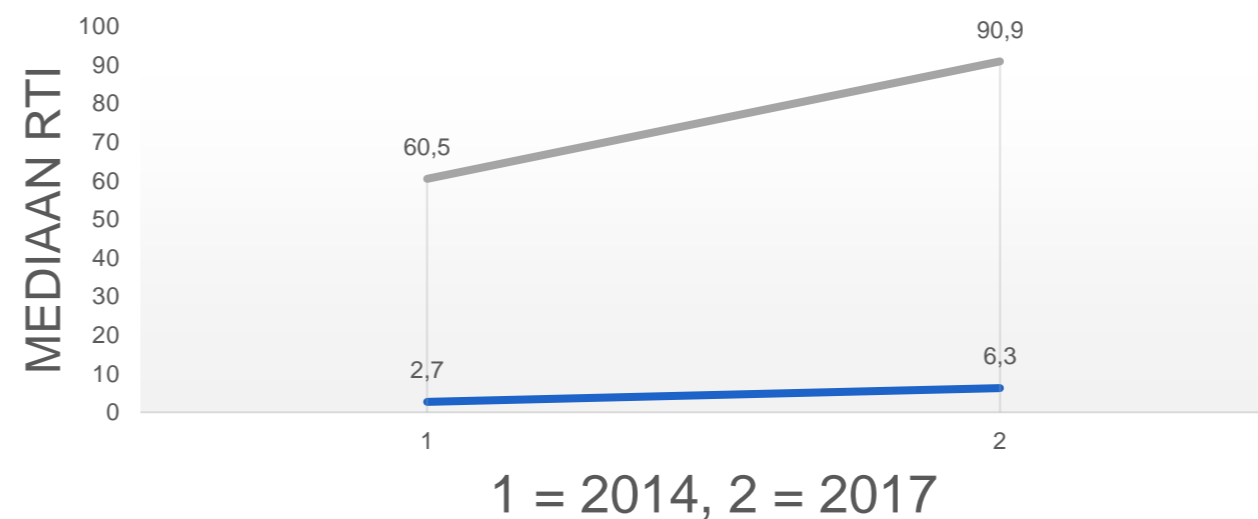


— Bilingual children    — Monolingual children

# EVOLUTIE TAAALVAARDIGHEDEN

	p-waarde
CLI	0,186
RLI	0,060
ELI	0,695

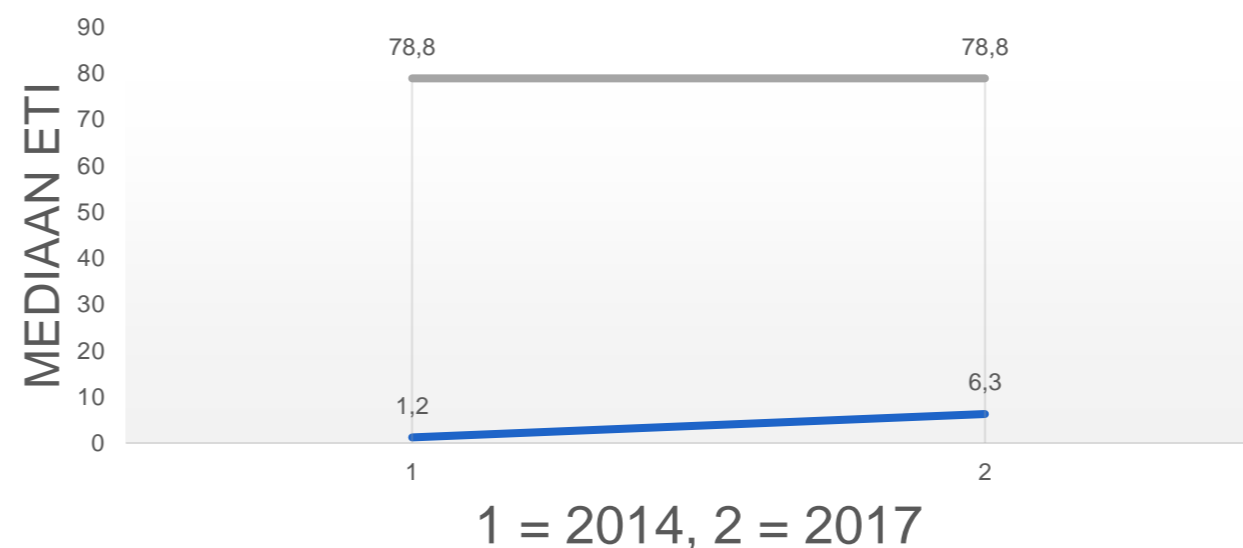
Evolution median percentile scores RTI



— Turkse kinderen — Vlaamse kinderen

Receptive  
Language skills

Evolution median percentile scores ETI



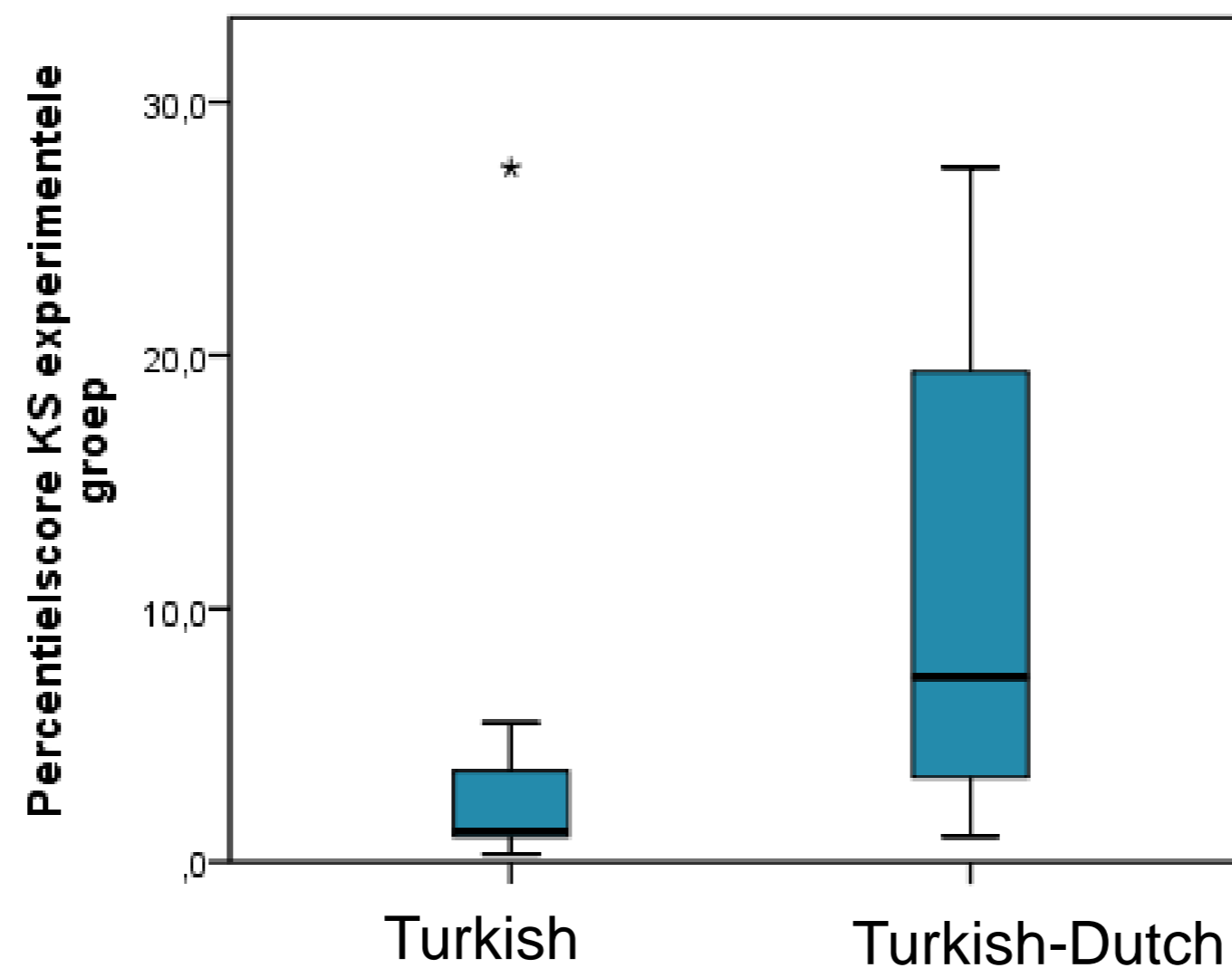
— Turkse kinderen — Vlaamse kinderen

Expressive  
Language skills

# INFLUENCING FACTORS

Does home language, SES, language at school between the lessons, birth order, generation and gender have an impact on the language scores in the bilingual Turkish-Dutch children.

## HOME LANGUAGE



CLI:  $p = 0,019$

RLI:  $p = 0,061$

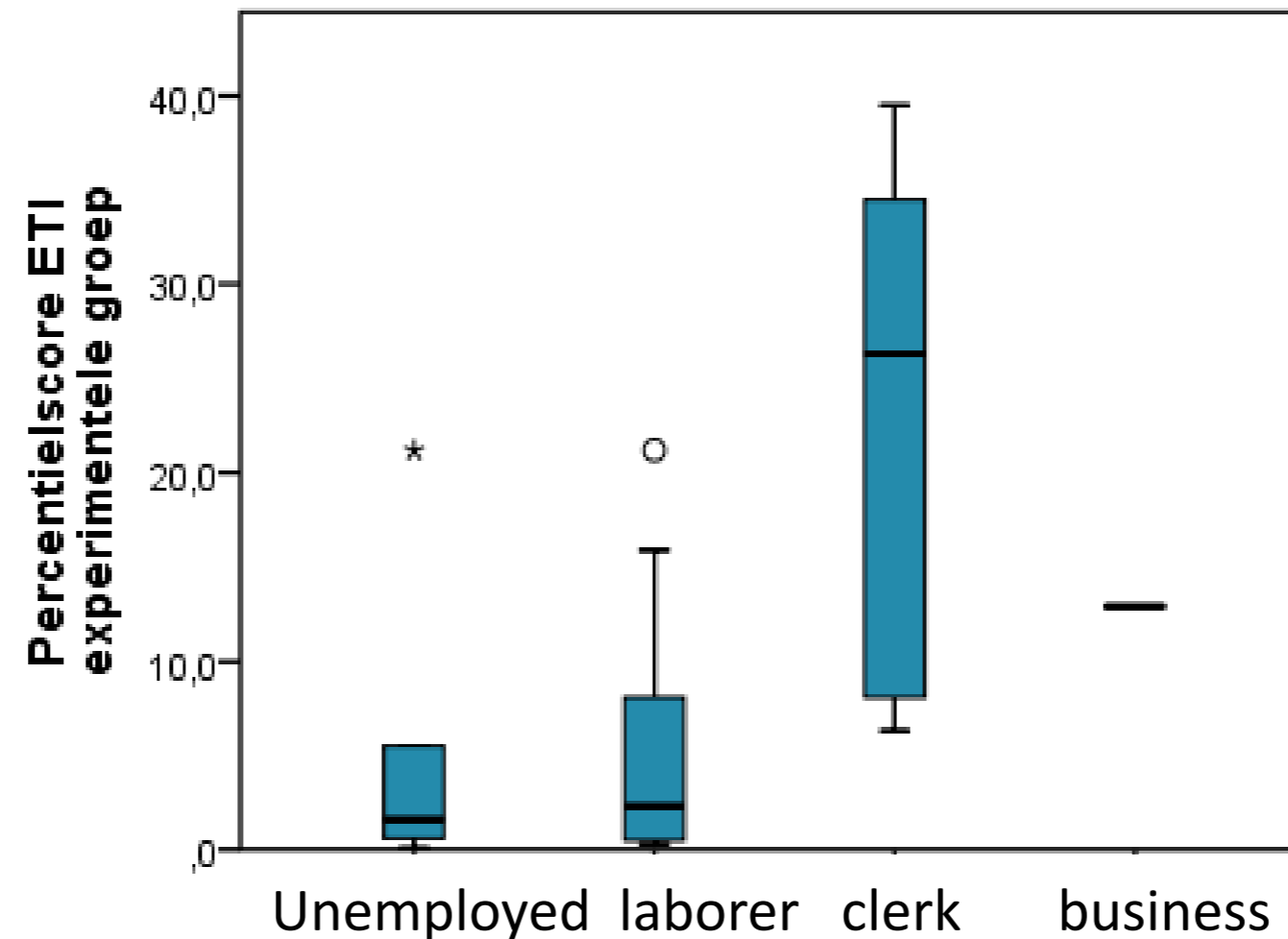
ELI:  $p = 0,011$

# INFLUENCING FACTORS

Does home language, SES, language at school between the lessons, birth order, generation and gender have an impact on the language scores in the bilingual Turkish-Dutch children.

## SES

- Profession mother
- Profession father
- Education mother
- Education father



CLI:  $p= 0,080$

RLI:  $p= 0,710$

ELI:  $p= 0,016$

PROFESSION MOTHER

# INFLUENCING FACTORS

Does home language, SES, language at school between the lessons, birth order, generation and gender have an impact on the language scores in the bilingual Turkish-Dutch children.

LANGUAGE SCHOOL

BIRTH ORDER

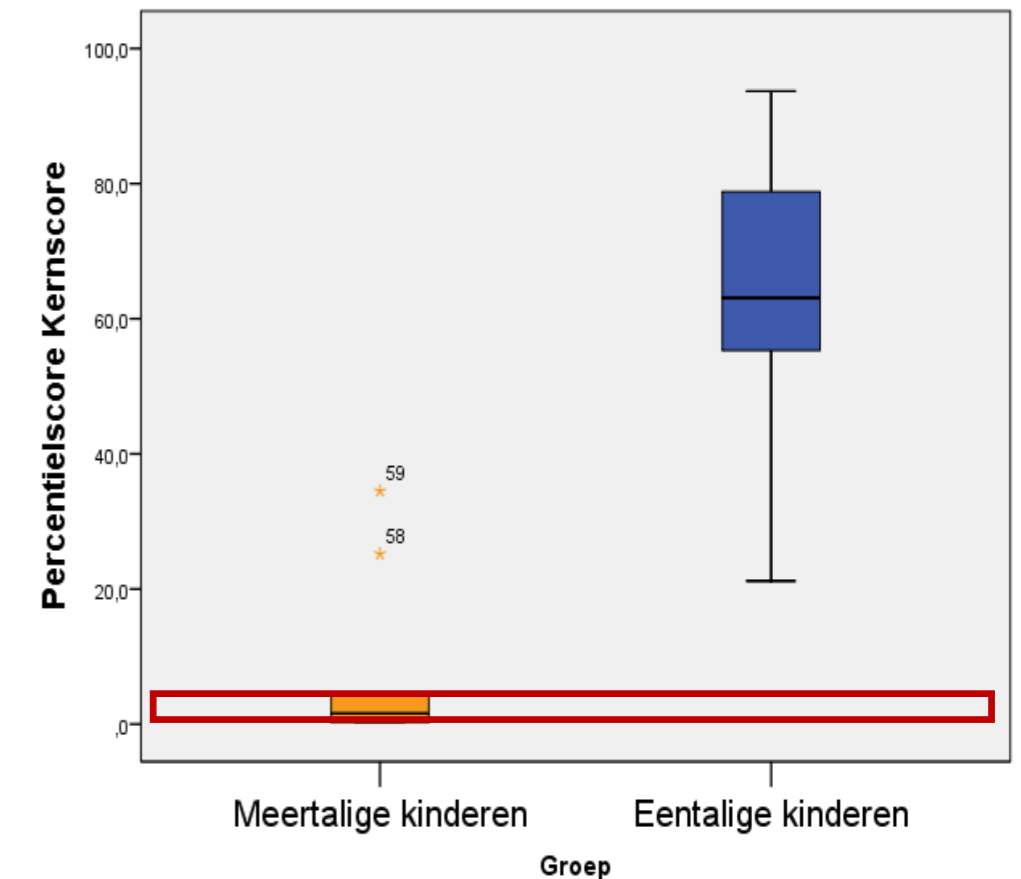
GENERATION

GENDER

No significant differences

# DISCUSSION

- ≠ difference in Dutch language proficiency between Turkish-Dutch bilingual children compared to monolingual Dutch children
- Clinical and subclinical scores
  - DD normal – LI !
- Delay
  - Receptive and expressive language skills
  - Content and form



# EVOLUTION

## HYPOTHESIS

- Normal developing bilingual children catch up with monolinguals
  - ↑ exposure to Dutch
  - Dutch education

## CONCLUSION STUDY

- Difference in language proficiency remains/increases
- // literature (*Driessen et al., 2002*)
- Alarming low scores
  - ~ school success?
  - ~ career opportunities?

# INFLUENCING FACTORS

## SES

- Significant impact on language skills
- // literature

## HOME LANGUAGE

- Bilinguals with Turkish and Dutch as home language have better language skills in Dutch
  - ~ Dutch language proficiency
  - ~ Dutch language proficiency of the parents

## MOTHER TONGUE

- Decreased language skills in mother tongue (*Altinkamiş et al., 2018, Mieszkowska et al., 2017*)
- Risk for semi-lingualism



# LANGUAGE AT SCHOOL

## “Thuis taal op de speelplaats zal op termijn leiden tot meer en beter Nederlands”

“Moedertaal kan een hefboom zijn om Nederlands te leren”

HA | 27 november 2017 | 17u04 | Bron: Belga



## Crevits genuanceerd over gebruik van thuistaal op school

Minister van Onderwijs Hilde Crevits is niet helemaal gelukkig met de richtlijnen van het gemeenschapsonderwijs die stellen dat kinderen op school in sommige situaties hun thuistaal mogen gebruiken op de speelplaats en in de klas. De meerderheidspartijen zitten over het onderwerp duidelijk op een andere lijn.



## Anderstalige leerlingen mogen moedertaal spreken op school

27/11/2017 om 06:04 door Jens Vancaeneghem



### Lees ook



De Wever over moedertaal op school: “Dacht dat het een vervroegde aprilgrap was, het is een absurd idee”

 **Dirk Van Damme**  
@VanDammeEDU

In Vlaanderen is verschil in PISA score tussen migrantenIn die thuis Ndl spreken en die thuis een andere taal spreken 51 punten, één van de hoogste verschillen. Is het dan aangewezen de moedertaal in de school te brengen, of eerder ambitieus te zijn in het verwerven van Ndl?

4:32 PM - Nov 27, 2017

 28  128  269

**Door respect te hebben voor de moedertaal van kinderen, zullen ze uiteindelijk andere talen zoals het Nederlands beter leren. Dat zegt Jacky Goris, algemeen directeur van Scholengroep Brussel, die de GO!-scholen in Brussel verenigt. In Brussel is het Nederlands voor de meeste leerlingen pas de derde taal, waardoor de Brusselse Vlaamse scholen al veel langer aandacht schenken aan de meertaligheid van de leerlingen.**

# IMPORTANCE OF HOME LANGUAGE AND MOTHER TONGUE

## MOTHER LANGUAGE



Affective function, part of identity

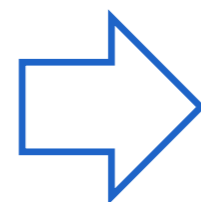
Respect home language → ↑ second language

Interdependence-hypothesis (*Cummins, 2000*)

level of mothertongue → level of the second language

project training of Turkish → ↑ well-being (*Bultynck, et al., 2008*)

Importance of communication



**STIMULATION OF MOTHER TONGUE!**

# LIMITATIONS STUDY

- Small sample size
- No information about language proficiency of the mother tongue
- Language use - pragmatic skills

Prof. dr. Evelien D'haeseleer

Speech language pathologist

Evelien.Dhaeseleer@ugent.be

[www.ugent.be](http://www.ugent.be)

 Ghent University

 @ugent

 Ghent University