

## **Emergent academic language in Dutch and Turkish-Dutch bilingual preschoolers' story telling as related to language and literacy at the home**

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The presentation focuses on the beginnings of academic language in a sample of four-year-old non-reading monolingual Dutch and bilingual Turkish-Dutch children ( $n = 100$ ). Academic language is defined here as a particular form of language use that, among other aspects, is characterised by relatively high information density, relatively frequent use of specific, 'technical' vocabulary, and relatively frequent use of explicit and specific references to time and place at the lexical level, by the use of elaborate tense and aspect, declarative mood and clause combining and embedding at the sentence level, and by the use of cohesiveness, distancing and text structuring strategies at the text level. Academic language was measured both receptively (comprehending narrative discourse) and productively ((re)telling a narrative text), in both the children's first language and Dutch as second language. Additional tests concerned academic language vocabulary in the first and in Dutch as the second language, nonverbal cognitive ability and working memory. Information on the home environment was collected by means of personal interviews with the principal caregiver. Caregivers were asked detailed questions about several talking and reading activities with the child, including activities that are presupposed to stimulate academic language, and the language(s) used with these activities in order to obtain measures of the most important sources of first and second language input. The presentation will address the following questions:

- (1) Do four-year-old children show the beginnings of academic language in narrative text comprehension and production?
- (2) Are there differences in this respect between monolingual Dutch and bilingual Turkish children, and for the latter group, between Turkish as the first language and Dutch as the second language?
- (3) Is children's emergent academic language related to the language input provided through particular home language and literacy activities?
- (4) Does academic language skill acquired in the first language contribute to the acquisition of academic language skill in the second language?
- (5) Is language input in the first language specifically related to emerging academic language in the first language or is the effect more general?