



The relationship between (f)actors in the learning environment and second language acquisition of Turkish preschoolers in Flanders

What gives preschoolers wings?



Centre for Language and Education

Goal: investigate how L2 learners and disadvantaged L1 learners can be supported efficiently to acquire Dutch, in order to create more equal opportunities for all learners in education and society

Three fields of action:

- (1) research
- (2) development of educational tools
- (3) in-service training

1. Problem

Problem: There is language gap between ethnic minority children and the mainstream school population in Flanders. Support programs help but do not bridge the gap.

Field: language and education; Second Language Acquisition (SLA); contribution to 'the social turn' in SLA research.

General research question: Which factors in the daily learning environment correspond to successful acquisition of Dutch as a second language?

RQ1: Cognition or condition, what matters most?

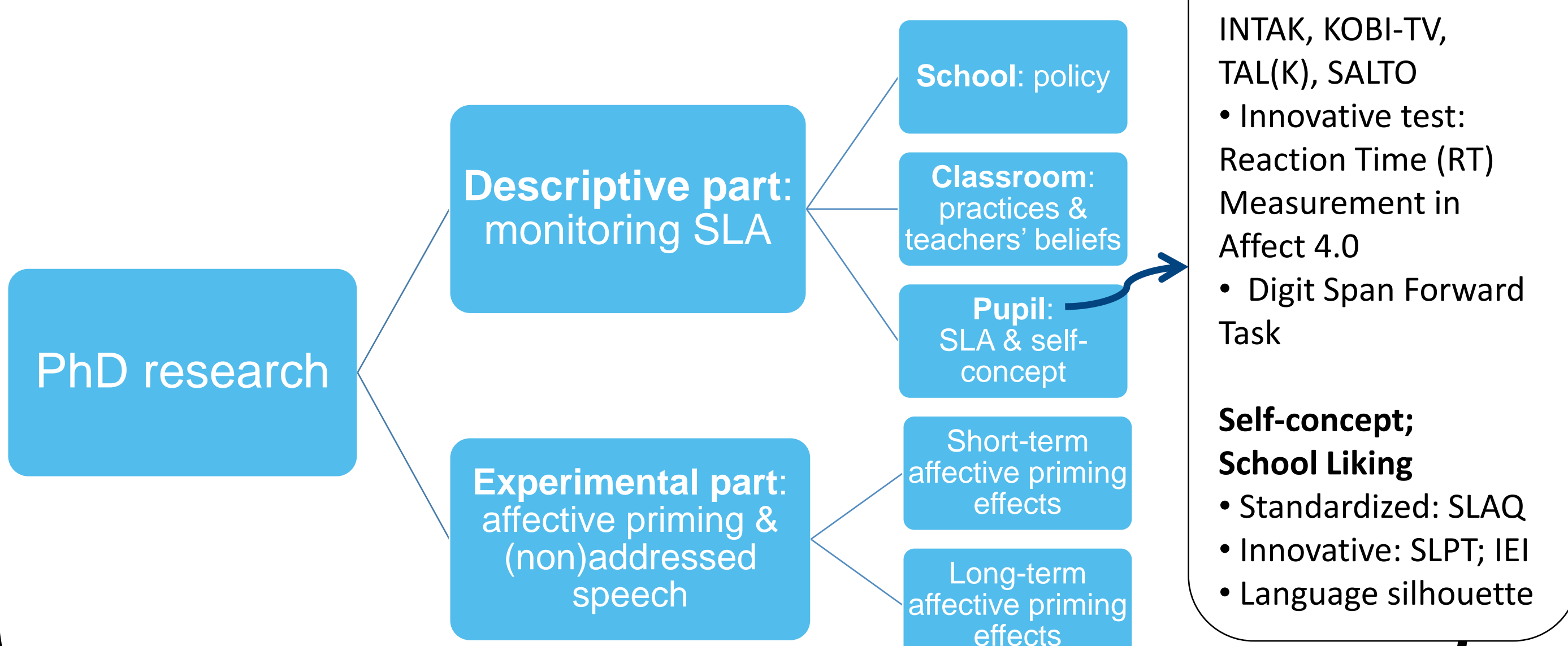
RQ2: How do daily classroom interactions contribute to SLA? What is role of task-based, productive interactions?

RQ3: Does affective priming in addressed and nonaddressed real-life classroom situations have a positive effect on the development of early SLA of ethnic minority children, more specifically on their vocabulary acquisition?

2. Method

Participants: 109 preschoolers with a Turkish background ($M = 5.38$ years old, $SD = .509$)

Design:



3. Results

RQ1: Condition beats cognition.

3 factors:

- RT: explains 10% more variance than DSF
- Language silhouettes
- Teachers' beliefs (Frijns & Jaspaert, 2015a)

RQ2: Productive interactions beat nonproductive interactions. (Frijns & Jaspaert, 2015b)

RQ3: Addressed speech beats nonaddressed speech. (Frijns & Jaspaert, in prep.)



"Turkish doesn't exist. Because we have to speak Turkish with house and here need to speak Dutch."