



Development of lexical access in Turkish and Moroccan child heritage language learners in the Netherlands

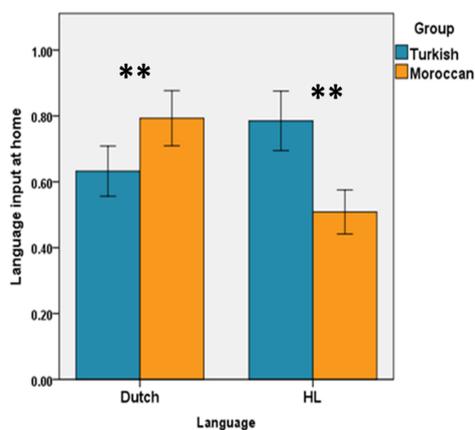
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1. Background

- Bilinguals can have disadvantages in lexical access, which have been explained by lower frequency of use of a language (Gollan et al., 2008) and cross-language competition (Lee & Williams, 2001).
- Heritage speakers are bilinguals who usually become dominant in the majority language, often already during their childhood (Benmamoun et al., 2013). This dominance shift has also been found for lexical access (Kohnert, 2002).

2. Research questions

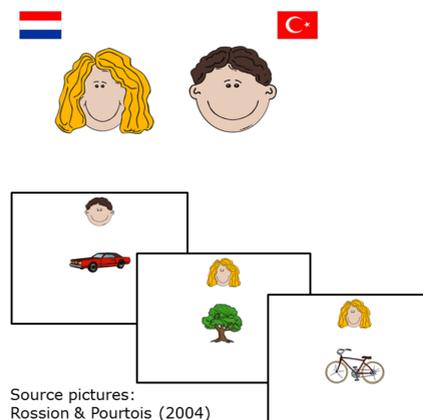
- Do 4-6 year-old Turkish and Moroccan child heritage speakers already show dominance for the majority language Dutch in their lexical access?
- Are child heritage speakers at a disadvantage for lexical access in the majority language compared to monolingual children?
- What are developmental patterns of lexical access in child heritage speakers and their monolingual peers?



3. Participants

- 20 monolingual Dutch children
- 20 Turkish-Dutch children
- 20 Moroccan-Dutch children
- mean age = 5.8 years
- Matched for age, nonverbal IQ and SES
- Significant differences in language use at home for the two bilingual groups

4. Materials

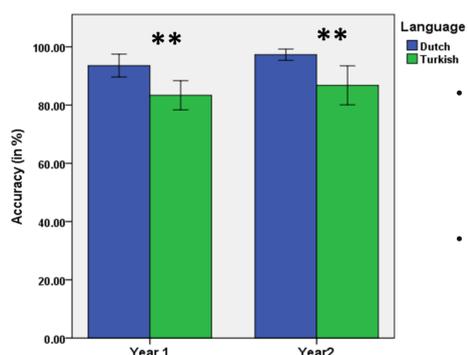


Picture naming

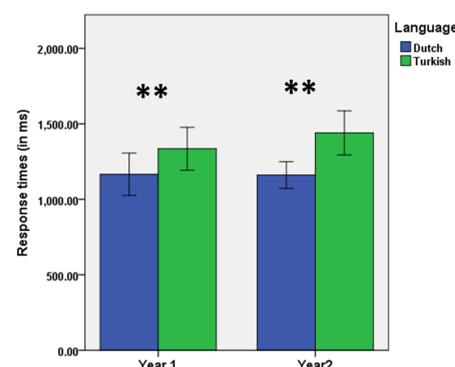
- Accuracy
- Response times (RTs)
- Two single language blocks (Dutch; HL)
- One mixed language block (cued switching)
- Two points of measurement (1 year in between)

5. Results : majority language vs. heritage language

- High numbers of non-response in the HL (Berber) of the Moroccan children made it impossible to analyze picture naming data in Berber

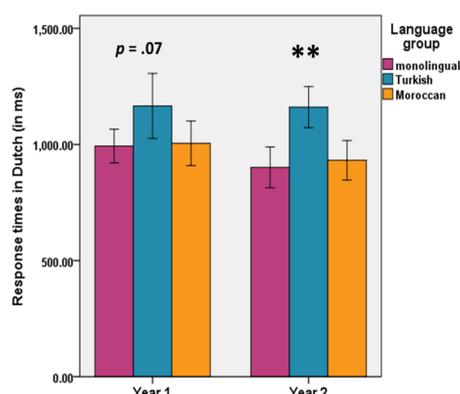


- Turkish children: higher accuracy in Dutch than in HL Turkish at both times of measurement
- No effects of time



- Turkish children: faster response times in Dutch than in HL Turkish at both times of measurement
- No effects of time

6. Results: bilingual children vs. monolingual children



Accuracy in Dutch:

- Ceiling effects for accuracy scores

Response times in Dutch:

- Year 1: trend that Turkish children are slower than monolingual children
- Year 2: Turkish children are significantly slower than both other groups

7. Conclusion

- Evidence for dominance in the majority language for both groups of child heritage speakers
- Child heritage speakers with high use of heritage language have slower lexical access in the majority language than monolingual children and child heritage speakers with low use of the heritage language
- Child heritage speakers with low use of heritage language are not significantly different from monolingual children in their majority language lexical access

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