Appendix 1: Rubric used to assess speaking performance

Assessing Speaking Performance – Level A2

A2	Vocabulary	Grammar	Pronunciation	Interactive communication
5	- Uses a range of appropriate vocabulary to talk about everyday situations.	- Shows a good degree of control of simple grammatical forms.	- Is mostly intelligible and has some control of phonological features at both utterance and word levels.	- Maintains simple exchanges. - Requires little prompting and support.
3	- Uses appropriate vocabulary to talk about everyday situations.	- Shows sufficient control of simple grammatical forms.	- Is mostly intelligible despite limited control of phonological features.	- Maintains simple exchanges despite some difficulty. - Requires prompting and support.
1	- Uses a vocabulary of isolated words and phrases	- Shows only limited control of a few grammatical forms.	- Has very limited control of phonological features and is often unintelligible.	- Has considerable difficulty maintaining simple exchanges. - Requires additional prompting and support.
0	*Performance below band 1.*			

Comments:

Grammar	
Does the speaker use simple grammatical forms with a good degree of control? Forms such as: there is/are – to be – have (got) – can/can't – must/mustn't –present tense is used, occasional use of past tense or going to.	
Good:	Not so good:

Vocabulary	
Does the speaker use appropriate vocabulary to talk about everyday situations? Does the child use words that fit the context/task?	
Good:	Not so good:
Comments:	

Pronunciation	
Are the utterances mostly clear? Can the speaker be mostly understood?	
Good:	Not so good:
Does the speaker show limited control of intonation?	
Good:	Not so good:
Does the speaker show limited control of word and sentence stress?	
Good:	Not so good:
Are individual sounds mostly clear?	
Good:	Not so good:
Comments:	

Interactive communication	
Can the speaker maintain simple exchanges with the examiner? Does the child manage to produce appropriate and extended responses? (answers can be simple; a phrase or one or two sentences, a question)	
Good:	Not so good:
Does the speaker react appropriately to what the examiner says? Does the child understand what the examiner is asking (or can he/she ask for clarification and then produce an answer)?	
Good:	Not so good:
Does the speaker need any prompting or support?	
Good:	Not so good:
Comments:	

Codeswitching (code-switching occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation)
Write down examples of codeswitching:

Appendix 2: Children's questionnaire data collection 2

School: _____
Class : _____ Number : _____
Name : _____
Date of birth : _____

How much contact do you have with the English language?

1. Tick the box. How many hours/minutes do you do the activities in the list **per day**:

In **ENGLISH**	I don't do this.	Less than 30 minutes	30 minutes– 1 hour	1 hour – 1 hour 30 minutes	1 hour 30 minutes – 2 hours	More than 2 hours
Watch TV without subtitles						
Watch TV with English subtitles						
Watch TV with subtitles in the home language						
Listen to English music						
Read English books, magazines, comics						
Gaming in English						
Youtube, use of social media in English						
Speak English						

- Which games do you play? How often do you play these games?

- Youtube/social media: what do you watch? Which social media do you use (e.g. Snapchat, Instagram,…)?

In the **HOME LANGUAGE**	I don't do this.	Less than 30 minutes	30 minutes– 1 hour	1 hour – 1 hour 30 minutes	1 hour 30 minutes – 2 hours	More than 2 hours
Watch TV						
Listen to music						
Read books, magazines, comics						
Gaming						
Youtube, use of social media						

2. Do you have any contact with people who speak English? Yes / No

If yes, where, when, with whom?

a. On holiday? Yes / No How often? _____

b. At home? Yes / No How often? _____

c. In other situations? Yes / No How often? _____

3. Do you think English is a fun language? Yes / No

4. Have you had any English lessons in school? Yes/No

   If yes, how many years have you had English lessons 0/1/2/more than two years

5. Do you sometimes look for opportunities to speak English outside the classroom? Yes / No

   If yes, where, when, with whom? If no, why not?

_____

6. Which track are you in?

_____

7. How good are you in other school languages? Circle your answer:

Dutch:	very good	5	4	3	2	1	not good at all
French:	very good	5	4	3	2	1	not good at all

General information:

Which language do you usually speak with your mother?_____

Which language do you usually speak with your father? _____

Which language do you usually speak with your brothers/sisters?_____

Which language do you usually speak with your friends? _____

Appendix 3: Supplementary tables and figures

Table S1. *Descriptive statistics receptive vocabulary test: overall results, only cognates and without cognates at test times 1 and 2.*

	Min	Max	Median	Mean	SD
1. PPVT time 1 (120 items)	36	118	83	82.89	17.33
2. PPVT time 2 (144 items)	71	142	118	116.6	15.89
3. PPVT time 1 only cognates (54 items)	25	54	45	44.10	5.64
4. PPVT time 2 only cognates (62 items)	41	62	57	55.64	4.45
5. PPVT time 1 no cognates (66 items)	9	65	37	38.69	12.53
6. PPVT time2 no cognates (82 items)	30	81	61	60.92	11.90

Figure S1. Histograms for the vocabulary tests at test times 1 and 2: overall score, only cognates and without cognates.

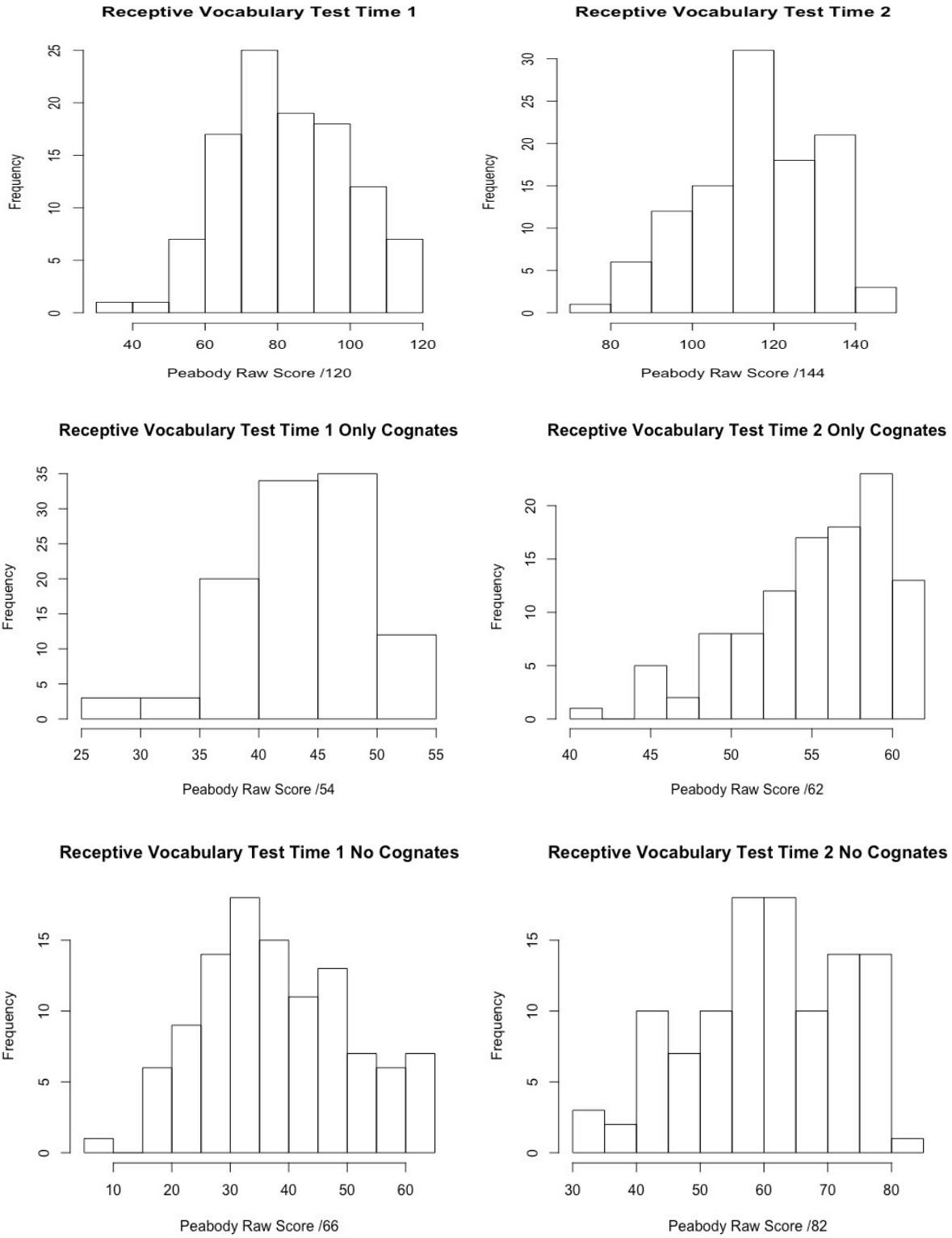

Table S2. *Descriptive statistics language tests at test times 1 and 2 according to home language: monolingual (n = 94), multilingual (n = 12).*

	Monolinguals					Multilinguals				
	Min	Max	Median	Mean	SD	Min	Max	Median	Mean	SD
PPVT time 1 (120 items)	36	118	83	83.52	17.12	50	104	77	76.75	18.89
PPVT time 2 (144 items)	71	142	117	116.7	16.17	88	133	119	114.6	14.17
Speaking test time 1	0	20	8	9.48	6.81	0	16	5	7.09	6.46
Speaking test time 2	4	20	17	15.77	3.86	4	20	16.5	14.75	5.08
Listening time 1	3	25	17	16.82	6.01	5	24	16	14.83	7.64
Reading and writing time1	1	49	24	25.89	12.61	9	43	19	23.08	12.40

Table S3. *Percentage frequency for exposure to English per day.*

	0 min	0-30 min	30 min-1h	1h-1h30min	1h30min-2h	>2hours
English spoken TV no subtitles time 1	60	23	8	8	2	0
English spoken TV English subtitles time 1	65	20	8	5	1	1
English spoken TV subtitles home language time 1	14	19	23	26	9	9
Listening to English music time 1	4	32	27	16	8	13
Reading in English time 1	82	13	4	2	0	0
Playing English games time 1	24	22	21	14	6	13
Using social media in English time 1	19	28	25	9	9	11
Speaking English time 1	54	35	8	2	1	0
English spoken TV no subtitles time 2	36	29	10	9	10	5
English spoken TV English subtitles time 2	48	22	8	13	5	4
English spoken TV subtitles home language time 2	21	16	29	10	11	12
Listening to English music time 2	1	14	27	20	13	25
Reading in English time 2	71	18	8	2	0	2
Playing English games time 2	26	16	18	14	6	21
Using social media in English time 2	3	21	18	18	21	20
Speaking English time 2	37	29	20	8	3	3

Table S4. *Results of T-test and Descriptive Statistics for types of exposure at times 1 and 2*

	Time 1		Time 2		95% *CI* for Mean Difference				
	M	*SD*	*M*	*SD*		*d*	*t*	*df*	*p*
Watching tv without subtitles	0.69	1.03	1.43	1.54	0.38, 1.07	0.57	4.14	103	***
Watching tv, English subtitles	0.58	1.00	1.16	1.45	0.25, 0.84	0.46	3.68	104	**
Watching tv, subtitles in home language	2.21	1.46	2.10	1.64	-0.53, 0.20	-0.07	-0.88	103	
Listening to English music	2.33	1.44	3.06	1.44	0.37, 0.98	0.51	4.42	103	***
Reading in English	0.26	0.62	0.48	0.95	0.00, 0.40	0.28	2.02	103	
Gaming in English	1.93	1.64	2.19	1.85	-0.08, 0.57	0.15	1.47	103	
Using social media in English	1.93	1.57	2.93	1.51	0.72, 1.30	0.65	7.02	100	***
Speaking English	0.60	0.80	1.20	1.26	0.33, 0.80	0.56	4.79	101	***

* $p < .05$, ** $p < .01$, *** $p < .001$ after Bonferroni correction for 8 comparisons

Table S5. *Summary of correlations (Pearson's r) between the different IDs.*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1.English spoken TV no subtitles time 1	_	.21*	.04	.10	.11	.11	.29*	.11	.08	.01	-.05	.02	.09	.15	.22*	.14	.00	-.07	-.10	-.03	-.08	.08	-.15
2.English spoken TV English subtitles time 1		_	.19	.30**	.47***	.30**	.25*	.24*	.08	.25*	.10	.24*	.04	.06	.08	.14	-.21*	.03	-.10	.07	.01	-.12	.09
3.English spoken tv subtitles home language time 1			_	.24*	.12	.14	.16	.00	.12	.11	.24*	.09	.03	.15	.11	.12	.10	.09	.02	.24*	.17	.03	.00
4.Listening to English music time 1				-	.24*	.21*	.31**	.22*	-.04	.31**	.16	.41***	.11	.01	.10	.09	.04	.08	.03	.04	.07	.10	.10
5.Reading English books time 1					-	.35***	.31**	.39***	.11	.13	-.08	.11	.18	.19*	.07	.06	-.02	-.04	-.01	-.08	-.06	.02	.28**
6.Playing English games time 1						-	.68***	.36***	.22*	.14	-.08	.12	.15	.55***	.34***	.39***	.02	.08	.00	.16	.11	-.04	.12
7.Using social media in English time 1							-	.42***	.19	.20*	-.15	.16	.27**	.43***	.56***	.46***	-.05	.05	.03	.09	.08	.12	.09
8.Speaking English time 1								-	.06	.24*	-.10	.24*	.20*	.25**	.26**	.36***	-.12	.06	.07	.06	.08	.16	.18
9.English spoken TV no subtitles time 2									-	.22*	.02	.21*	.23*	.26**	.37***	.42***	.05	-.12	-.01	.02	-.04	.01	-.06
10.English spoken TV English subtitles time 2										-	.15	.43***	.26**	.06	.28**	.26*	.07	-.04	.07	.15	.09	.07	-.10
11.English spoken tv subtitles home language time 2											-	.37***	-.02	-.06	-.09	-.03	.02	.15	.10	.21*	.20*	-.04	-.04
12.Listening to English music time 2												-	.22*	.13	.22*	.31**	-.22*	.11	.09	.14	.15	-.05	.09
13.Reading English books time 2													-	.21*	.37***	.34***	.13	.07	.21*	.06	.14	.11	.08
14.Playing English games time 2														-	.47***	.43***	-.07	-.05	.08	.13	.08	-.02	.16
15.Using social media in English time 2															-	.47***	-.05	.12	.14	.17	.19	.04	.04
16.Speaking English time 2																-	-.05	-.02	.06	.11	.07	.03	.19
17. Dutch vocabulary																	-	.10	.05	.04	.08	.33***	.00
18.Forward digit span																		-	.47***	.32***	.73***	.21*	.08
19.Backward digit span																			-	.45***	.79***	.17	.10

20.Sort digit	-	.81***	.04	.04
21. Digit total		-	.16	.09
22. Matrix reasoning			-	.08
23. Years of instruction				-

*** p<.001, **p<.01, *p< .05

Table S6a. *Results of the regression model with external variables for receptive vocabulary at time 2 (n=99).*

Predictors receptive vocabulary	B	SE	β	sig	
(Constant)	102.03	4.82	0.00	.000	***
Using social media in English	3.61	1.00	0.34	.000	***
Playing English games	2.42	0.79	0.28	.003	**
Reading English	2.64	1.44	0.16	.070	
Listening to English music	-2.12	0.99	-0.19	.034	*
English spoken tv subtitles home language	-1.20	0.83	-0.12	.153	**
Length of instruction	3.73	2.09	0.14	.078	
Model summary		Adjusted R-squared: .40, df 93			

*** p<.001, **p<.01, *p< .05

Table S6b. *Results of the regression model with external variables for speaking at time 2 (n=99).*

Predictors speaking	B	SE	β	sig	
(Constant)	11.26	1.25	0.00	.000	***
Using social media in English	0.84	0.26	0.32	.001	**
Speaking English	0.60	0.33	0.19	.066	
English spoken tv subtitles home language	-0.43	0.21	-0.18	.041	*
Length of instruction	1.33	0.57	0.20	.023	*
Model summary		Adjusted R-squared: .27, df 95			

*** p<.001, **p<.01, *p< .05

Table S6c. *Results of the regression model with external variables for overall language proficiency at time 2 (n=99).*

Predictors overall language proficiency	B	SE	β	Sig	
(Constant)	-1.21	0.30	0.00	.000	***
Using social media in English	0.22	0.06	0.37	.000	***
Playing English games	0.10	0.05	0.19	.046	*
Reading English	0.15	0.09	0.14	.010	
English spoken tv subtitles home language	-0.12	0.05	-0.20	.017	*
Length of instruction	0.31	0.13	0.19	.023	*
Model summary		Adjusted R-squared: .36, df 94			

*** p<.001, **p<.01, *p< .05

Table S7a. *Results of the regression model with internal variables for receptive vocabulary at time 2 (n=99).*

Predictors receptive vocabulary	B	SE	β	sig	
(Constant)	87.92	9.27	0.00	.000	***
Dutch vocabulary knowledge	0.85	0.30	0.33	.002	**
Model summary		Adjusted R-squared: .08, df 98			

*** p<.001, **p<.01, *p< .05

Table S7b. *Results of the regression model with internal variables for speaking at time 2 (n=99).*

Predictors speaking	B	SE	β	sig	
(Constant)	8.72	2.82	0.00	.003	**
Dutch vocabulary knowledge	0.11	0.07	0.16	.105	
Forward digit span task	0.36	0.21	0.17	.097	
Model summary		Adjusted R-squared: .04, df 97			

*** p<.001, **p<.01, *p< .05

Table S7c. *Results of the regression model with internal variables for overall language proficiency at time 2 (n=99).*

Predictors overall language proficiency	B	SE	β	Sig	
(Constant)	-2.17	0.70	0.00	.002	**
Dutch vocabulary knowledge	0.04	0.02	0.24	.016	*
Forward digit span task	0.08	0.05	0.15	.012	
Model summary		Adjusted R-squared: .07, df 97			

*** p<.001, **p<.01, *p< .05