

# **FAMILY AND SCHOOL LANGUAGE INPUT: THEIR ROLE IN BILINGUAL CHILDREN'S VOCABULARY DEVELOPMENT**

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## **Abstract**

The current paper constitutes part of a large project on bilingual acquisition and bilingual education and attempts to assess language dominance in bilingual children through questionnaires and standardized language tests. Mainly, this paper investigates the correlation between (a) language dominance as attested by answers in questionnaires that relate to amount of exposure to L1/L2 input, as well as types and context (formal/informal) of input in either language, and (b) language dominance as revealed by diagnostic verbal tests. One of the target languages is Greek, an underinvestigated language in bilingualism, and the other language is German.

Results indicate complex correlations between the two types of instruments with respect to language dominance, with one of the main findings being the significance of formal education in either or both of the target languages. These results point to the importance of bilingual as opposed to monolingual literacy development for language dominance, which implies the need to support the native language of immigrant, minority group or middle class children in the school setting.