**Supporting Information to: The Relationship Between Cognitive-Linguistic Task Difficulty and L1-L2 Interaction for Academic Listening Comprehension in Emergent Bilinguals**

APPENDIX S1: Overview of Studies Examining Cross-Linguistic Relations Between LC Proficiency

Table S1

*Overview of Studies Examining the L1–L2 Relationship Between Discourse-Level Listening Comprehension Proficiency Measures (n = 18)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Study | *N* | Std. Effect size | *Mage* | Languages | Task/measure/instrument | Education model | Controls |
| Cárdenas-Hagan et al. (2007) (long.)a | 1,016 | Low, *p* = .03 | 5;3 | Spanish/English | OLP incl. cloze WLPB-R | TBE | None |
|  |  | Zero, *p* = .90 |  |  |  | IE |  |
| Carlisle & Beeman (2001) | 36 | *r* = .53\* | 6–7 | Spanish/English | Narrative text | IE | None |
|  |  | *r* = .22 |  |  |  | TBE |  |
| Dufva & Voeten (1999) | 160 | *r* = .27 | 7;9 | Finnish/English | Narrative text (retelling) | SLE | None |
|  |  | *r* = .32 |  |  | Narrative text (questions) |  |  |
| Guglielimi (2008) (long.) | 899 | *r* = .10 | 13–17 | Various/English | Self-reported proficiency | Not indicated | None |
| Kieffer (2012) | 295 | *r* = .01 | 5;7 | Spanish/English | Directive/action | Not indicated | SES |
| LARRC et al. (2018) | 295 | *r* = .41 | 6;0 | Spanish/English | Spoken paragraphs CELF-4 | Not indicated | None |
| Lindsey et al. (2003) | 249 | *r* = .61\*\*\* | 5;8 | Spanish/English | Cloze WLPB-R | TBE | Cognitive |
| Manis et al. (2004) | 251 | *r* = .62\*\*\* | 5;8 | Spanish/English | Cloze WLPB-R | TBE | None |
| Nakamoto et al. (2008) | 282 | *r* = .31\*\*\* | 9;2 | Spanish/English | Cloze WLPB-R | TBE | None |
| Nikolov & Scapó (2010) | 247 | *r* = .65\*\*\* | 14 | Hungarian/English | Conversations (scripted) | SLE | None |
| Öztekin (2019) | 98 | *r* = .32\*\* | 4;0–8;1 | Turkish/Swedish | Narrative macrostruct MAIN1 | IE | None |
|  | 96 | *r* = .37\*\*\* |  |  | Narrative macrostruct MAIN2 |  |  |
| Proctor et al. (2006) | 135 | *r* = −.09 | 9 | Spanish/English | Cloze WLPB-R | TBE, IE | None |
| Proctor et al. (2010) | 91 | *r* = −.07 | 10;1 | Spanish/English | Cloze WLPB-R | TBE | None |
| Royer & Carlo (1991) (long.) | 49 | *r* = −.10– .29 | 11–12 | Spanish/English | Sentence verification task | TBE | None |
| Scheele, 2010 (long.) | 38 | *b\** = .24, *p* < .10 | 4;3–5;11 | Tarifit-Berber/Dutch | OLP incl. narrative text | Not applicable | SES, home, |
|  | 54 | *b\** = .23, *p* < .10 |  | Turkish/Dutch |  |  | cognitive |
| Sierens et al. (2021) (cross-sectional) | 70 | *b\** = .40\*\* | 6;7 | Turkish/Dutch | Narrative text, directive/action | TBE, IE | SES, home |
| Sierens et al. (2021) (long.) | 75 | path coef. = .14 | 4;10 -6;7 |  | Sentence- / discourse-level |  | None |
| Vandergrift (2006) | 75 | *b\** = .37\*\*\* | 14–15 | English/French | Authentic dialogues | SLE | None |
| Vandergrift & Baker (2015) (long.) | 157 | *r* = .16 | 13–15 | English/French | Authentic dialogues | SLE | None |

*Note.* CELF-4 = Clinical Evaluation of Language Fundamentals–Fourth Edition; DLE = dual language education; IE = immersion education; MBE = maintenance bilingual education; OLP = oral language proficiency; SES = socio-economic status; SLE = second language education; TBE =transitional bilingual education; WLPB-R = Woodcock Language Proficiency Battery–Revised.

a. This study used multi-level mixed model analyses. Effect sizes were not estimated; our interpretation was based on the *F* and *p* values reported for the fixed effects.

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

Comments on Table S1

By virtue of the data presented in Table S1 there is no clear-cut answer to the question whether the test construct and its means of operationalization link with effect size. Six correlational studies conducted with Spanish-English bilinguals used an identical cloze task. Effect sizes varied between large (Lindsey et al., 2003: *r* = .61\*\*\*; Manis et al., 2004: *r* = .62\*\*\*), small (Cárdenas-Hagan et al., 2003: weak-size *r* not specified; Nakamoto et al., 2008: *r* = .31\*\*\*), and very small (Proctor et al., 2006: *r* = -.04; Proctor et al., 2010: *r* = -.07). Small-to-large effect sizes were demonstrated in six correlational studies, using narrative text (Carlisle & Beeman, 2001, *r* = .53\*; Dufva & Voeten, 1999, *r* = .27/.32; Nikolov & Scapó, 2010, *r* = .65\*\*\*; Öztekin, 2019, *r* = .32\*\*; *r* = .37\*\*\*), authentic dialogues (Vandergrift, 2006, *r* = .37\*\*\*), spoken paragraphs (Language and Reading Research Consortium et al., 2018, *r* = .41), or narrative text/directive-action tasks (Sierens et al., 2021, *b\** = .40\*\*). Kieffer (2012) drawing upon a directive-action task with Spanish-English learners estimated a small negative cross-language association (*r* = -.12). Longitudinal studies (with small samples, though) indicated overall weak cross-linguistic relations. Royer and Carlo (1991) detected non-significant and negative associations ranging between -10 and -.29 in Spanish-English learners. Vandergrift and Baker’s (2015) investigation with L1-English learners of L2 French, employing an authentic dialogues task, reported a small and non-significant relation (*r* = .16). Scheele (2010), using a composite oral language measure, found weak connections, significant at the .10 alpha level, for Tarifit-Dutch (*b\** = .24) and Turkish-Dutch (*b\** = .23) in preschoolers. Sierens et al.’s (2021) path analysis with Turkish-Dutch bilinguals yielded a small and non-significant relation between sentence-level LC in L1 in preschool and discourse-level LC in L2 in first grade (standardized path coefficient: .14).

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APPENDIX S2: Difficulty of SALTO Test Items

Table S2

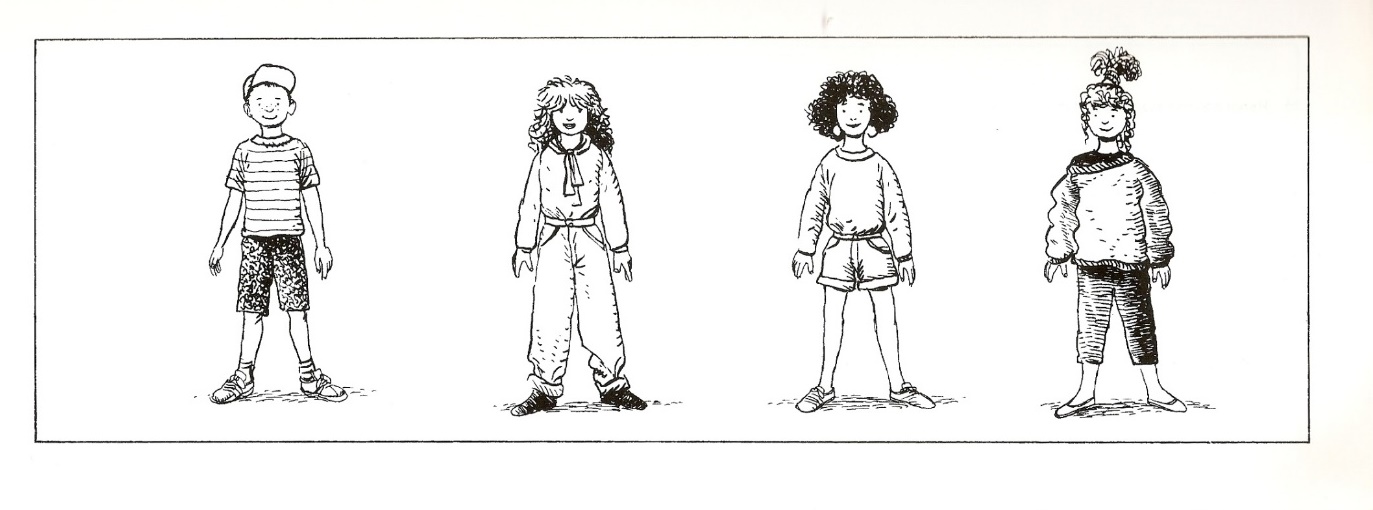
*Source of Item Difficulty of SALTO test items* (*N* = 39)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Item | **Subject** | | | **Context** | | | **Perspective** | | | **Public** | | | **Processing Level** | | **Visual Support** | | | **Linguistic Difficulty** | | |
|  | **Concrete** | **Less Concrete** | **Abstract** | **Here-and-Now** | **There-and-Then** | **Reflective** | **No Empathy** | **Limited Empathy** | **Much Empathy** | **Known/Pupil Itself** | **Unknown/Peer** | **Unknown/Adults** | **Copying** | **Describing** | **Much** | **Limited** | **None** | **Simple** | **Less Simple** | **Challenging** |
| It's the teacher's birthday 1 | x |  |  | x |  |  |  | x |  |  | x |  |  | x |  | x |  |  | x |  |
| It's the teacher's birthday 2 | x |  |  | x |  |  |  | x |  |  | x |  |  | x |  | x |  |  |  | x |
| It's the teacher's birthday 3 | x |  |  | x |  |  |  | x |  |  | x |  |  | x |  | x |  |  |  | x |
| It's the teacher's birthday 4 | x |  |  | x |  |  |  | x |  |  | x |  |  | x |  | x |  |  | x |  |
| It's the teacher's birthday 5 | x |  |  | x |  |  |  | x |  |  | x |  |  | x |  | x |  |  |  | x |
| Stories 1 |  | x |  |  | x |  |  |  | x |  | x |  |  | x |  | x |  |  | x |  |
| Stories 2 |  | x |  |  | x |  |  |  | x |  | x |  |  | x |  | x |  |  | x |  |
| Stories 3 |  | x |  |  | x |  |  |  | x |  | x |  |  | x |  | x |  |  | x |  |
| Stories 4 |  | x |  |  | x |  |  |  | x |  | x |  |  | x |  | x |  |  | x |  |
| Stories 5 |  | x |  |  | x |  |  |  | x |  | x |  |  | x |  | x |  |  | x |  |
| Miss Maaike 1 | x |  |  |  | x |  |  | x |  |  | x |  |  | x |  | x |  | x |  |  |
| Miss Maaike 2 | x |  |  |  | x |  |  | x |  |  | x |  |  | x |  | x |  | x |  |  |
| Miss Maaike 3 | x |  |  |  | x |  |  | x |  |  | x |  |  | x |  | x |  |  | x |  |
| Miss Maaike 4 | x |  |  |  | x |  |  | x |  |  | x |  |  | x |  | x |  |  | x |  |
| Favourite Books 1 |  | x |  |  | x |  |  |  | x |  | x |  |  | x |  | x |  |  | x |  |
| Favourite Books 2 |  | x |  |  | x |  |  |  | x |  | x |  |  | x |  | x |  |  | x |  |
| Favourite Books 3 |  | x |  |  | x |  |  |  | x |  | x |  |  | x |  | x |  |  | x |  |
| Favourite Books 4 |  | x |  |  | x |  |  |  | x |  | x |  |  | x |  | x |  |  | x |  |
| Favourite Books 5 |  | x |  |  | x |  |  |  | x |  | x |  |  | x |  | x |  |  | x |  |
| Pig and Caterpillar 1 |  | x |  |  |  | x |  |  | x |  | x |  |  | x |  | x |  |  |  | x |
| Pig and Caterpillar 2 |  | x |  |  |  | x |  |  | x |  | x |  |  | x |  | x |  |  |  | x |
| Pig and Caterpillar 3 |  | x |  |  |  | x |  |  | x |  | x |  |  | x |  | x |  |  |  | x |
| Pig and Caterpillar 4 |  | x |  |  |  | x |  |  | x |  | x |  |  | x |  | x |  |  |  | x |
| Birthday Party 1 | x |  |  |  | x |  | x |  |  | x |  |  |  | x | x |  |  | x |  |  |
| Birthday Party 2 | x |  |  |  | x |  | x |  |  | x |  |  |  | x | x |  |  | x |  |  |
| Birthday Party 3 | x |  |  |  | x |  | x |  |  | x |  |  |  | x | x |  |  | x |  |  |
| Birthday Party 4 | x |  |  |  | x |  | x |  |  | x |  |  |  | x | x |  |  |  | x |  |
| Birthday Party 5 | x |  |  |  | x |  | x |  |  | x |  |  |  | x | x |  |  |  | x |  |
| Birthday Party 6 | x |  |  |  | x |  | x |  |  | x |  |  |  | x | x |  |  | x |  |  |
| Finger Puppet 1 |  |  | x |  | x |  |  | x |  |  | x |  |  | x |  | x |  |  |  | x |
| Finger Puppet 2 |  |  | x |  | x |  |  | x |  |  | x |  |  | x |  | x |  |  |  | x |
| Finger Puppet 3 |  |  | x |  | x |  |  | x |  |  | x |  |  | x |  | x |  |  |  | x |
| Finger Puppet 4 |  |  | x |  | x |  |  | x |  |  | x |  |  | x |  | x |  |  |  | x |
| Clutter in the Dining Room 1 | x |  |  |  | x |  |  | x |  |  | x |  |  | x | x |  |  |  |  | x |
| Clutter in the Dining Room 2 | x |  |  |  | x |  |  | x |  |  | x |  |  | x | x |  |  |  |  | x |
| Clutter in the Dining Room 3 | x |  |  |  | x |  |  | x |  |  | x |  |  | x | x |  |  |  |  | x |
| Clutter in the Dining Room 4 | x |  |  |  | x |  |  | x |  |  | x |  |  | x | x |  |  |  |  | x |
| Clutter in the Dining Room 5 | x |  |  |  | x |  |  | x |  |  | x |  |  | x | x |  |  |  | x |  |
| Clutter in the Dining Room 6 | x |  |  |  | x |  |  | x |  |  | x |  |  | x | x |  |  |  | x |  |

*Note*. Source: Ramaut et al., 2007, p. 118, translated from the Dutch. SALTO = Screening Start Primary Education Language Proficiency .

Appendix S3: Examples of Test Items

S3.1. Examples of items of the Bilingual Concept Comprehension test (BCCT, Verhoeven et al., 1995).

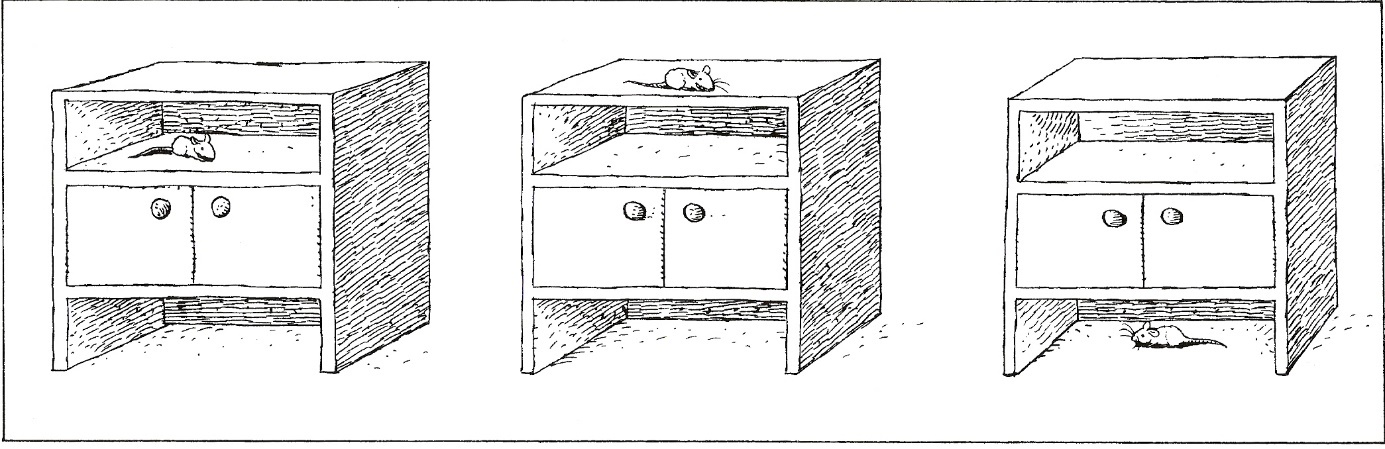
*Figure S3.1.* Example 1 of an assignment from the BCCT task: Forms, item 24 

24 Hangi kızın pantolonun erkek çocuğun pantolonundan **daha kısa**? (3)

24 Welk meisje heeft een **kortere** broek aan dan deze jongen? (3)

24 What girl's got **shorter** pants on than this boy? (3)

*Figure S3.2.* Example 2 of an assignment from the BCCT task: Space, item 48



48 Bir fare dolabın **altı**nda duruyor? O fareyi göster. (3)

48 Welke muis zit **onder** de kast? (3)

48 Which mouse is **under** the cabinet? (3)

S3.2. Examples of items of the SALTO listening comprehension test (Ramaut et al., 2007).



*Figure S3.3*. Example 1 of an assignment from the SALTO: It's the teacher's birthday – Item 1–2.

Instructions (original Dutch version)

TOETSVRAGEN

*Je hebt nu het blad met de vogel voor je.*

*Je ziet nu vier taarten die de kinderen versierd hebben. Jullie moeten kijken welke van de vier taarten goed versierd is. Luister goed. Ik ga nu vertellen wat de juf zegt.*

*Kijk naar de tekeningen boven de lijn*.

► Wijs de tekeningen boven de lijn aan.

1. *De juf zegt: “Alle kaarsjes moeten op de taart. Zorg dat de kaarsjes niet te dicht bij elkaar staan.” Zet een kruisje onder de juiste tekening.*

► Herhaal de instructie volledig.

*Kijk nu naar de tekeningen onder de lijn.*

► Wijs de tekeningen onder de lijn aan.

1. *Bij de volgende taart zegt de juf: “Leg enkele schijfjes banaan op de taart. En leg daarna op elk schijfje banaan een kers.” Zet een kruisje onder de juiste tekening.*

► Herhaal de instructie volledig.

*Draai je blad om.*

Instructions (Turkish translation)

SINAV SORULARI

*Şimdi önünde, üzerinde kuş olan bir sayfa var.*

*Şimdi çocukların süslemiş oldukları dört tane pasta görüyorsun. Şimdi siz, bu dört pastadan hangisinin doğru süslenmiş olduğuna iyi bakın. Dikkatli dinleyin. Şimdi size öğretmenin ne söylediğini anlatacağım.*

*Çizginin üstündeki resimlere bak.*

► Çizginin üstündeki resimleri göster.

1. *Öğretmen diyor ki: “Bütün mumların pastanın üzerine konulması gerekiyor. Ama mumların birbirine çok yakın olmaması gerekiyor.” Doğru olan resmin altına (X) çarpı işareti koy.*

► Yönergenin tamamını tekrar et.

*Şimdi de çizginin altındaki resimlere bak.*

► Çizginin altındaki resimleri göster.

1. *Bir sonraki pasta için öğretmen diyor ki: “Pastanın üzerine birkaç dilim muz koy. Daha sonra da her bir dilim muzun üzerine bir tane kiraz koy.” Doğru olan resmin altına (X) çarpı işareti koy. Çizginin altındaki resimleri göster.*

► Yönergenin tamamını tekrar et.

*Sayfayı çevir.*

Instructions: English translation

QUESTIONS

*You now have the page with the bird in front of you.*

*Now you see four cakes the kids have decorated. You should see which one of the four cakes is well decorated. Listen carefully. I'm going tell you what the teacher says.*

*Look at the drawings above the line.*

► Point to the drawings above the line.

*The teacher says: “All candles should be on the cake. Make sure the candles are not too close together.” Put a cross under the right drawing.*

► Repeat the instruction completely.

*Now look at the drawings below the line.*

► Point to the drawings below the line.

*At the next cake, the teacher says: “Put some slices of banana on the cake. And then put a cherry on each slice of banana.” Put a cross under the right drawing.*

► Repeat the instruction completely.

*Turn your page over.*



*Figure S3.4*. Example 2 of an assignment from the SALTO: Clutter in the dining room – Practice item

Instructions (original Dutch version)

ROMMEL IN DE EETZAAL

INTRO

Je hebt nu het blad met de bol voor je.

Op de tekening zien jullie een eetzaal. De eetzaal is niet opgeruimd: er ligt veel rommel. De juf wil opruimen, maar ze heeft niet veel tijd. Jullie moeten haar een beetje helpen om de dingen op de juiste plaats te leggen. Dat doe je door met je potlood een lijn te trekken van het ding naar de juiste plaats.

OEFENITEM

- Jullie mogen het eerst eens proberen.

- Kijk naar de tekening en luister goed.

- Ik ga nu vertellen wat de juf zegt.

1. De juf zegt: “Leg de bananenschil die op de grond ligt, op de tafel.”

Neem nu je potlood. Trek een lijn van de bananenschil naar de juiste plaats. Doe dat zo duidelijk mogelijk.

► Herhaal de instructie volledig.

1. De juf zegt: “Leg de schaar in de kleine kast.” Trek een lijn van de schaar naar de juiste plaats. Doe dat zo duidelijk mogelijk.

► Herhaal de instructie volledig.

Dit voorbeeld is om te oefenen. Ga na of alle leerlingen begrijpen wat ze moeten doen. Indien nodig geef je extra uitleg over de werkwijze (d.i. een lijn trekken van het voorwerp naar de juiste plaats op de tekening) tot elke leerling begrepen heeft wat hij moet doen. Benadruk dat de lijn op de juiste plaats moet vertrekken en eindigen. Zorg dat de leerlingen zo duidelijk mogelijk tekenen.

Draai je blad om.

Instructions (Turkish translation)

YEMEKHANEDEKİ DAĞINIKLIK INTRO

GİRİŞ

Şimdi önünde, üzerinde daire (yuvarlak) olan bir sayfa var.

Resimde bir yemekhane görüyorsunuz. Bu yemekhane toplanmamış: her taraf darmadağın. Öğretmen toplamak istiyor, ama onun fazla zamanı yok. Bu yüzden siz ona (etrafı toplaması ve) eşyaları yerli yerine koyması için biraz yardım etmelisiniz. Bu yardımı, her bir dağınık eşyadan koyulması gereken (yere doğru ve de o) yere kadar kurşun kaleminle çizgi çekerek yapabilirsiniz.

ALIŞTIRMA

- Önce bir deneme yapabilirsiniz.

- Resimlere bak ve dikkatli dinle.

- Şimdi size öğretmenin ne söylediğini anlatacağım.

1. Öğretmen diyor ki: “Yerdeki muz kabuğunu masanın üstüne koy.”

Kurşun kalemini al. Muz kabuğundan koyulması gereken (yere doğru ve de o) yere kadar bir çizgi çek. Bunu mümkün olduğunca düzgün bir şekilde yap.

► Yönergenin tamamını tekrar et.

1. Öğretmen diyor ki: “Makası küçük dolaba koy.” Makastan koyulması gereken (yere doğru ve de o) yere kadar bir çizgi çek. Bunu mümkün olduğunca düzgün bir şekilde yap.

► Yönergenin tamamını tekrar et.

Bu örnek denemek ve alıştırmak için. Bütün öğrenciler ne yapmaları gerektiğini anlamışlarmı kontrol et. Gerekiyorsa testin nasıl ve ne şekilde cevaplandırılacağını (dağınık olan eşyadan koyulması gereken yere kadar çizgi çekmesi gerektiğini) her bir öğrenci anlayana kadar bir daha anlat. Çizginin doğru yerden başlaması ve doğru yerde bitmesi gerektiğini vurgula. Çocukların doğru ve düzgün bir şekilde çizmelerini sağla.

Sayfayı çevir.

Instructions (English translation)

CLUTTER IN THE DINING ROOM

INTRO

You now have the page with the ball in front of you.

On the drawing you see a dining room. The dining room isn't tidy: there is a lot of clutter. The teacher wants to clean up, but she doesn't have much time. You need to help her put things in the right place a little bit. You do that by using your pencil to draw a line from the thing to the right place.

PRACTICE ITEM

- You can try it first.

- Look at the drawing and listen carefully.

- I’m going to tell you what the teacher says.

The teacher says: “Put the banana peel that's on the ground on the table.”

Now take your pencil. Draw a line from the banana peel to the right place. Do that as clearly as possible.

► Repeat the instruction completely.

The teacher says: “Put the scissors in the small cabinet.” Draw a line from the scissors to the right place. Do that as clearly as possible.

► Repeat the instruction completely.

This example is to practice. Make sure all pupils understand what they need to do. If necessary, you can provide additional explanations about the working method (i.e., draw a line from the object to the right place on the drawing) until every pupil has understood what he has to do. Emphasize that the line must start and end in the right place. Make sure the pupils draw as clearly as possible.

*Turn your page over*