Appendix 1: Rubric used to assess speaking performance

Assessing Speaking Performance – Level A2

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

Comments:
<table>
<thead>
<tr>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Good:</td>
</tr>
<tr>
<td>Not so good:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the speaker use appropriate vocabulary to talk about everyday situations? Does the child use words that fit the context/task?</td>
</tr>
<tr>
<td>Good:</td>
</tr>
<tr>
<td>Not so good:</td>
</tr>
</tbody>
</table>

Comments:
<table>
<thead>
<tr>
<th><strong>Pronunciation</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the utterances mostly clear? Can the speaker be mostly understood?</td>
<td></td>
</tr>
<tr>
<td><strong>Good:</strong></td>
<td><strong>Not so good:</strong></td>
</tr>
<tr>
<td>Does the speaker show limited control of intonation?</td>
<td></td>
</tr>
<tr>
<td><strong>Good:</strong></td>
<td><strong>Not so good:</strong></td>
</tr>
<tr>
<td>Does the speaker show limited control of word and sentence stress?</td>
<td></td>
</tr>
<tr>
<td><strong>Good:</strong></td>
<td><strong>Not so good:</strong></td>
</tr>
<tr>
<td>Are individual sounds mostly clear?</td>
<td></td>
</tr>
<tr>
<td><strong>Good:</strong></td>
<td><strong>Not so good:</strong></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>Interactive communication</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>Good:</td>
<td>Not so good:</td>
</tr>
<tr>
<td>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)?</td>
<td></td>
</tr>
<tr>
<td>Good:</td>
<td>Not so good:</td>
</tr>
<tr>
<td>Does the speaker need any prompting or support?</td>
<td></td>
</tr>
<tr>
<td>Good:</td>
<td>Not so good:</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Activity</th>
<th>In ENGLISH</th>
<th>I don’t do this.</th>
<th>Less than 30 minutes</th>
<th>30 minutes– 1 hour</th>
<th>1 hour – 1 hour 30 minutes</th>
<th>1 hour 30 minutes – 2 hours</th>
<th>More than 2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch TV without subtitles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch TV with English subtitles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch TV with subtitles in the home language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to English music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read English books, magazines, comics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaming in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youtube, use of social media in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speak English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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,...)?

<table>
<thead>
<tr>
<th>Activity</th>
<th>In the HOME LANGUAGE</th>
<th>I don’t do this.</th>
<th>Less than 30 minutes</th>
<th>30 minutes– 1 hour</th>
<th>1 hour – 1 hour 30 minutes</th>
<th>1 hour 30 minutes – 2 hours</th>
<th>More than 2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch TV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read books, magazines, comics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youtube, use of social media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

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

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Monolinguals</th>
<th>Multilinguals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Min</td>
<td>Max</td>
</tr>
<tr>
<td>PPVT time 1 (120 items)</td>
<td>36</td>
<td>118</td>
</tr>
<tr>
<td>PPVT time 2 (144 items)</td>
<td>71</td>
<td>142</td>
</tr>
<tr>
<td>Speaking test time 1</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Speaking test time 2</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Listening time 1</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Reading and writing time 1</td>
<td>1</td>
<td>49</td>
</tr>
</tbody>
</table>
Table S3. Percentage frequency for exposure to English per day.

<table>
<thead>
<tr>
<th>Activity</th>
<th>0 min</th>
<th>0-30 min</th>
<th>30 min-1h</th>
<th>1h-1h30min</th>
<th>1h30min-2h</th>
<th>&gt;2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English spoken TV no subtitles time 1</td>
<td>60</td>
<td>23</td>
<td>8</td>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>English spoken TV English subtitles time 1</td>
<td>65</td>
<td>20</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>English spoken TV English subtitles home</td>
<td>14</td>
<td>19</td>
<td>23</td>
<td>26</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>language time 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to English music time 1</td>
<td>4</td>
<td>32</td>
<td>27</td>
<td>16</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Reading in English time 1</td>
<td>82</td>
<td>13</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Playing English games time 1</td>
<td>24</td>
<td>22</td>
<td>21</td>
<td>14</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Using social media in English time 1</td>
<td>19</td>
<td>28</td>
<td>25</td>
<td>9</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Speaking English time 1</td>
<td>54</td>
<td>35</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>English spoken TV no subtitles time 2</td>
<td>36</td>
<td>29</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>English spoken TV English subtitles time 2</td>
<td>48</td>
<td>22</td>
<td>8</td>
<td>13</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>English spoken TV English subtitles home</td>
<td>21</td>
<td>16</td>
<td>29</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>language time 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to English music time 2</td>
<td>1</td>
<td>14</td>
<td>27</td>
<td>20</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>Reading in English time 2</td>
<td>71</td>
<td>18</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Playing English games time 2</td>
<td>26</td>
<td>16</td>
<td>18</td>
<td>14</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>Using social media in English time 2</td>
<td>3</td>
<td>21</td>
<td>18</td>
<td>18</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Speaking English time 2</td>
<td>37</td>
<td>29</td>
<td>20</td>
<td>8</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
Table S4. *Results of T-test and Descriptive Statistics for types of exposure at times 1 and 2*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time 1</th>
<th>Time 2</th>
<th>95% CI for Mean Difference</th>
<th>d</th>
<th>t</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching tv without subtitles</td>
<td>0.69</td>
<td>1.03</td>
<td>1.43</td>
<td>1.54</td>
<td>0.38</td>
<td>1.07</td>
<td>0.57</td>
</tr>
<tr>
<td>Watching tv, English subtitles</td>
<td>0.58</td>
<td>1.00</td>
<td>1.16</td>
<td>1.45</td>
<td>0.25</td>
<td>0.84</td>
<td>0.46</td>
</tr>
<tr>
<td>Watching tv, subtitles in home language</td>
<td>2.21</td>
<td>1.46</td>
<td>2.10</td>
<td>1.64</td>
<td>-0.53</td>
<td>0.20</td>
<td>-0.07</td>
</tr>
<tr>
<td>Listening to English music</td>
<td>2.33</td>
<td>1.44</td>
<td>3.06</td>
<td>1.44</td>
<td>0.37</td>
<td>0.98</td>
<td>0.51</td>
</tr>
<tr>
<td>Reading in English</td>
<td>0.26</td>
<td>0.62</td>
<td>0.48</td>
<td>0.95</td>
<td>0.00</td>
<td>0.40</td>
<td>0.28</td>
</tr>
<tr>
<td>Gaming in English</td>
<td>1.93</td>
<td>1.64</td>
<td>2.19</td>
<td>1.85</td>
<td>-0.08</td>
<td>0.57</td>
<td>0.15</td>
</tr>
<tr>
<td>Using social media in English</td>
<td>1.93</td>
<td>1.57</td>
<td>2.93</td>
<td>1.51</td>
<td>0.72</td>
<td>1.30</td>
<td>0.65</td>
</tr>
<tr>
<td>Speaking English</td>
<td>0.60</td>
<td>0.80</td>
<td>1.20</td>
<td>1.26</td>
<td>0.33</td>
<td>0.80</td>
<td>0.56</td>
</tr>
</tbody>
</table>

* p < .05, ** p < .01, *** p < .001 after Bonferroni correction for 8 comparisons
<p>|                  | 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  | .21* |
| 12. Listening to English music time 2 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | .22* | .13  | .22* | .31**| -.22*| .11  | .09  |
| 13. Reading English books time 2 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | .21* | .37***| .34***| .13  | .07  | .21* | .06  |
| 14. Playing English games time 2 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | .47***| .43***| -.07 | -.05 | .08  | .13  | .08  |
| 15. Using social media in English time 2 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | .47***| -.05 | .12  | .14  | .17  | .19  |
| 16. Speaking English time 2 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | -.05 | -.02 | .06  | .11  | .07  | .03  |
| 17. Dutch vocabulary |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | .10  | .05  | .04  | .08  | .33**|
| 18. Forward digit span |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | .47***| .32***| .73**| .21* | .08  |     |
| 19. Backward digit span |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | .45***| .79**| .17  | .10  |     |</p>
<table>
<thead>
<tr>
<th></th>
<th>Sort digit</th>
<th>-</th>
<th>.81**</th>
<th>.04</th>
<th>.04</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Digit total</td>
<td>-</td>
<td>.16</td>
<td>.09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Matrix reasoning</td>
<td>-</td>
<td></td>
<td>.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Years of instruction</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*** p<.001, ** p<.01, * p<.05
Table S6a. Results of the regression model with external variables for receptive vocabulary at time 2 (n=99).

<table>
<thead>
<tr>
<th>Predictors receptive vocabulary</th>
<th>B</th>
<th>SE</th>
<th>( \beta )</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>102.03</td>
<td>4.82</td>
<td>0.00</td>
<td>.000  ***</td>
</tr>
<tr>
<td>Using social media in English</td>
<td>3.61</td>
<td>1.00</td>
<td>0.34</td>
<td>.000  ***</td>
</tr>
<tr>
<td>Playing English games</td>
<td>2.42</td>
<td>0.79</td>
<td>0.28</td>
<td>.003  **</td>
</tr>
<tr>
<td>Reading English</td>
<td>2.64</td>
<td>1.44</td>
<td>0.16</td>
<td>.070</td>
</tr>
<tr>
<td>Listening to English music</td>
<td>-2.12</td>
<td>0.99</td>
<td>-0.19</td>
<td>.034  *</td>
</tr>
<tr>
<td>English spoken tv subtitles home language</td>
<td>-1.20</td>
<td>0.83</td>
<td>-0.12</td>
<td>.153  **</td>
</tr>
<tr>
<td>Length of instruction</td>
<td>3.73</td>
<td>2.09</td>
<td>0.14</td>
<td>.078</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Predictors speaking</th>
<th>B</th>
<th>SE</th>
<th>( \beta )</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>11.26</td>
<td>1.25</td>
<td>0.00</td>
<td>.000  ***</td>
</tr>
<tr>
<td>Using social media in English</td>
<td>0.84</td>
<td>0.26</td>
<td>0.32</td>
<td>.001  **</td>
</tr>
<tr>
<td>Speaking English</td>
<td>0.60</td>
<td>0.33</td>
<td>0.19</td>
<td>.066</td>
</tr>
<tr>
<td>English spoken tv subtitles home language</td>
<td>-0.43</td>
<td>0.21</td>
<td>-0.18</td>
<td>.041  *</td>
</tr>
<tr>
<td>Length of instruction</td>
<td>1.33</td>
<td>0.57</td>
<td>0.20</td>
<td>.023  *</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Predictors overall language proficiency</th>
<th>B</th>
<th>SE</th>
<th>( \beta )</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>-1.21</td>
<td>0.30</td>
<td>0.00</td>
<td>.000  ***</td>
</tr>
<tr>
<td>Using social media in English</td>
<td>0.22</td>
<td>0.06</td>
<td>0.37</td>
<td>.000  ***</td>
</tr>
<tr>
<td>Playing English games</td>
<td>0.10</td>
<td>0.05</td>
<td>0.19</td>
<td>.046  *</td>
</tr>
<tr>
<td>Reading English</td>
<td>0.15</td>
<td>0.09</td>
<td>0.14</td>
<td>.010</td>
</tr>
<tr>
<td>English spoken tv subtitles home language</td>
<td>-0.12</td>
<td>0.05</td>
<td>-0.20</td>
<td>.017  *</td>
</tr>
<tr>
<td>Length of instruction</td>
<td>0.31</td>
<td>0.13</td>
<td>0.19</td>
<td>.023  *</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Predictors receptive vocabulary</th>
<th>B</th>
<th>SE</th>
<th>β</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>87.92</td>
<td>9.27</td>
<td>0.00</td>
<td>.000  ***</td>
</tr>
<tr>
<td>Dutch vocabulary knowledge</td>
<td>0.85</td>
<td>0.30</td>
<td>0.33</td>
<td>.002  **</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Predictors speaking</th>
<th>B</th>
<th>SE</th>
<th>β</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>8.72</td>
<td>2.82</td>
<td>0.00</td>
<td>.003 **</td>
</tr>
<tr>
<td>Dutch vocabulary knowledge</td>
<td>0.11</td>
<td>0.07</td>
<td>0.16</td>
<td>.105</td>
</tr>
<tr>
<td>Forward digit span task</td>
<td>0.36</td>
<td>0.21</td>
<td>0.17</td>
<td>.097</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Predictors overall language proficiency</th>
<th>B</th>
<th>SE</th>
<th>β</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>-2.17</td>
<td>0.70</td>
<td>0.00</td>
<td>.002 **</td>
</tr>
<tr>
<td>Dutch vocabulary knowledge</td>
<td>0.04</td>
<td>0.02</td>
<td>0.24</td>
<td>.016 *</td>
</tr>
<tr>
<td>Forward digit span task</td>
<td>0.08</td>
<td>0.05</td>
<td>0.15</td>
<td>.012</td>
</tr>
</tbody>
</table>

Model summary

Adjusted R-squared: .07, df 97

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