THE EFFECT OF HOME LANGUAGE PRACTICES AND BILINGUAL SCHOOLING IN THE PRODUCTION OF GRAMMATICAL ASPECT

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ABSTRACT

The aim of the present paper is twofold: to investigate (a) the production of grammatical aspect in bilingual speakers who attend different educational settings and (b) the effect of educational setting on the development of grammatical aspect. Previous studies have shown that biliteracy (i.e. literacy support in both languages) and bilingual schooling positively affects language development. Similarly, other studies suggest that biliterate bilingual speakers often perform better than monoliterate bilingual speakers in grammatical aspect, conceivably, due to their cognitive bilingual advantage; even though they might lag behind in vocabulary knowledge. One hundred forty-five bilingual children (Greek-Albanian and Greek-German) aged eight to twelve participated in the present study. Our participants attended different educational settings. Grammatical aspect was tested by means of linguistic task (i.e. a Grammaticality Judgment and a Sentence Correction Task), where (un-)grammatical sentences were presented and the participants should either repeat the grammatical sentences or correct the ungrammatical ones. The results revealed that most of the participants preferred to use perfective over imperfective aspect; however, bilinguals who attend the monolingual schooling equally used the two features of aspect. Most of the participants preferred prototypical choices, i.e. they used the prepositional phrase *for X time* with imperfective aspect and the prepositional phrase *in X time* with perfective aspect. Finally, home language use before the age of six (home language history) seems to predict the performance on the linguistic task but only for the bilinguals that attend a bilingual educational setting.

Keywords: Mono-/bi-lingual schooling, home language input, grammatical aspect, Grammaticality Judgment, Sentence Correction Task.