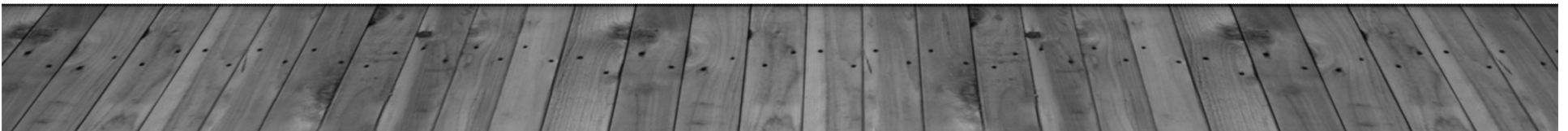


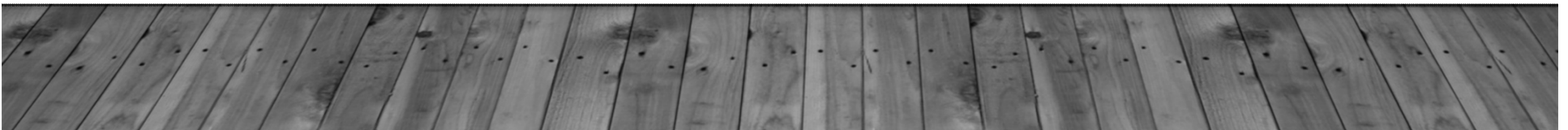
IM ENGLISH TRANSCRIPT

- The kid (is) buy a frog and the dog see the frog.
- Now the frog and the boy fell asleep, was sleepy.
- And the frog go away. [verb error]
- (And the) and the kid and the dog gray up.
- And the old one wasn't there.
- And the frog is no more allí, not there.
- (And the, and the) and the kid [said], "Where are you, frog?"
- Kook!



IM ENGLISH CONTINUED

- (And the) and the dog pull a bucket, house, dog.
- And a dog fall in the window.
- And the kid was bad for the dog.
- And the kid say woooo.
- And some bees come.
- And the dog smell the bees.
- (And the) and the kid say, “kooook.”
- And there was the dog.



Difference or Disorder?

3-4 years

Engages in episodic play	3 years
Uses possessives	3-4 years
Uses irregular past tense (imperfect and preterit)	3-4 years
Uses negatives	3-4 years
Answer simple WH-?s	3-4 years
Generally speaks easily without effort in initiating sounds	3-4 years
Speech is generally understood by all	3-4 years
Begins to describe the use of objects	3-4 years
Shares personal experiences (school, friend's house)-short personal narratives	3-4 years
Combines 4+ words	3-4 years

4-5 years

Tells a story related to a topic	4-5 years
Produces most consonant sounds present in language	4-5 years
Uses the same grammar as family/home environment	4-5 years
Follows 3-step directions	4-5 years
Uses adjectives and descriptors in sentences	4-5 years

6-7 years

Narratives have a central point, climax, and resolution	5-7 years
Mastery of most consonants	6-7 years
Tells and re-tells stories in a logical order using complete sentences	6-7 years

7-9 years

Uses more complex sentence structures	7-8 years
Can clarify and explain ideas when not understood	7-8 years
Understands that words have synonyms, and multiple meanings	7-9 years
Narratives have complete episodes, including a setting, reaction of characters, conflict, and resolution	7-9 years

Expressive Vocabulary Development

2-5 words	12 months
4-6 words	15 months
20-50 words	18 months
200-300 words	24 months
~1000 words	36 months

(Prath, et al., 2012)

SPECIAL NOTE: VOCABULARY

The vocabulary choices of Spanish-English bilinguals acquiring the English language can provide insight about whether a student demonstrates a language difference or disorder.

When bilingual children with typical development do not have the precise word for what they want to say, they often use words that are close in meaning to the target (e.g., “turtle” for “frog”). In contrast, bilingual children with language impairment often use nonspecific vocabulary (“this,” “thing”) more often than their typically developing peers (Kester, 2004).

See the chart below for examples.

Target word	Semantically-related substitution	Nonspecific substitution
deer	moose	thing
frog	turtle	that

CONTRASTIVE ANALYSIS FOR LANGUAGE: MORPHOSYNTAX

Note: Sentences marked with an asterisk (*) are awkward or not grammatical.

Feature	Spanish	English	Examples of Errors
Word order	Flexible	Strict Subject-Verb-Object order	The ball he threw.* / He threw the ball.
Possessives	noun+of+person	's	The car of my mom is blue* / My mom's car is blue.
Adjectives	Adjective follows noun	Adjective precedes noun	The ball big bounced.* / The big ball bounced.
Present tense verb inflection	5-6 forms, determined by subject: <i>Yo como</i> <i>Tú comes</i> <i>Él/Ella/Ud. come</i> <i>Nosotros comemos</i> <i>Vosotros coméis</i> <i>Ellos comen</i>	2 forms: I eat You eat He eats We eat You all eat They eat	She talk to me.* / She talks to me.
Use of subject pronouns	Pro-drop	Pronoun is always required	Looks for the frog* / He looks for the frog.
Regular past tense	5-6 forms, determined by subject	One form (-ed)	She walk to the store* / She walked to the store.
Double object pronoun	Can be used	Cannot be used	I saw him the man* / I saw the man
Double negative	Can be used	Cannot be used	I don't want to do nothing* / I don't want to do anything.
Question formation	Questions marked by inflection or question words	Questions marked by word order inversion, question words, or addition of <i>do</i>	You give me a sticker?*/ Will you give me a sticker? What you think?*/ What do you think? We can go?*/ Can we go?
Multi-purpose verbs	Verbs with multiple meanings that do not always correspond to English	Verbs with multiple meanings that do not always correspond to Spanish	I have 4 years* / I am four years old. Do you have hunger?*/ Are you hungry?

(Bedore, Peña, & Kester, 2007; Goldstein & Iglesias, 2006; Kester & Gorman, 2004; MacWhinney & Bates, 1989)

SPECIAL NOTE: PREPOSITIONS

Due to the frequency of preposition errors produced by Spanish speakers acquiring English, a few specific examples are provided below to assist in identifying second language influenced errors.

Spanish	English	Possible misuses of prepositions in English
En (in/on)	In/on	Put the food in the plate.* Put the food on the bowl.*
Pensar en/pensar de (think in/think of)	To think about or think of	I think on him everyday.* You can do it if you think of it.*
Enojarse con (to get mad with)	To get mad at	She get mad with me.*
Soñar con (to dream with)	To dream of	I dreamt with you last night*
Decidir de (to decide of)	To decide on	Have you decided of what you want?*
Casarse con (to marry with)	To marry or be married to	Is he married with her?*
Estar enamorado de (to be in love of)	To be in love with	Is he in love of her?*
Consistir en (to consist in)	To consist of	What does your plan consist in ?*
Buscar (to look/search)	To look for	I'm looking my toy.*
Depender de (to depend of)	To depend on	It depends of what you want.*

Note: Sentences marked with an asterisk (*) are awkward or not grammatical.

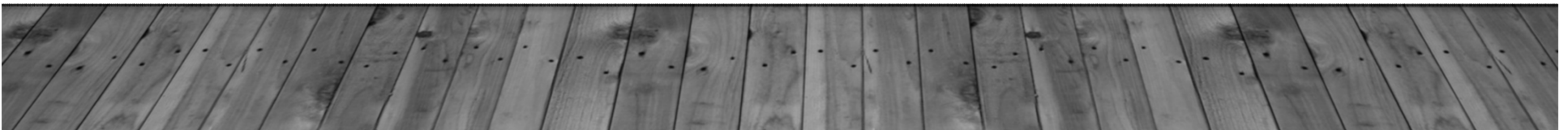
Source: Kester & Gorman (2004).

HOME CORNER

As a bilingual speech language pathologist, I am grateful for my upbringing in a South Texas border town with a balanced blend of Mexican and American cultures. However, as a child I did not understand the value of knowing and understanding two cultures. Growing up, it was considered typical to speak English or Spanish depending on the situation or person. In more formal settings, such as school, I spoke only in English; however, with my family or in the community I was able to speak whichever language I felt was appropriate.

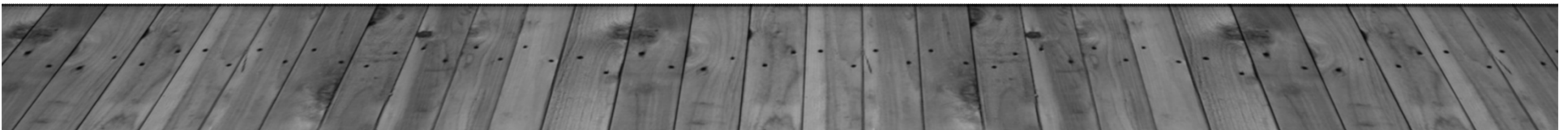
IM SPANISH TRANSCRIPT

- Niño.
- Sapo, dónde estás?
- Y la perro llores.
- En una arbole.
- Yo (la) la perro corrió.
- Y ahora la niña di, “ooooh ooooh.”
- La niño se sentó.
- Errrrr, errrrr.
- Shhhhh.
- Y la niño cae.
- Y el perro también.
- Y el niño y el perro buscarlos.
- Allí está sapos. Ya



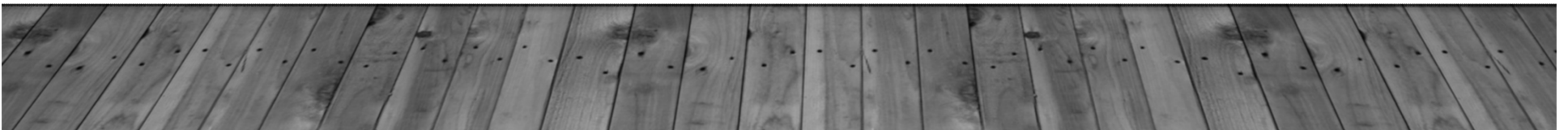
ER, 7:10

- The, it it fell down of the (out) out of the tree.
- The kid was looking for a tree.
- The kid fell down.
- And the flies was chasing the, the dog.
- The kid was, was climbing a rock.
- He got up on it.
- He found, he found something.
- What he found he got on it.



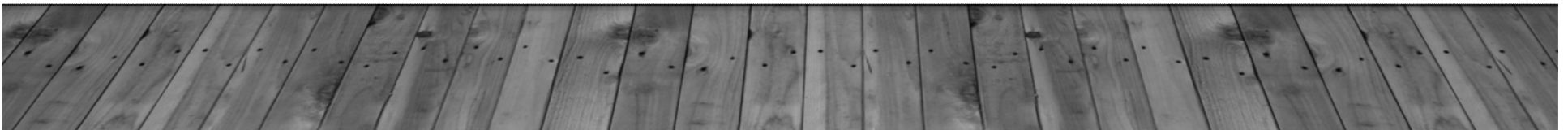
ER ENGLISH

- The dog was right in front of it.
- The dog and the kid fell down and got wet.
- They found a tree.
- They were hided (in) in a tree.
- The kid found the frog and the dog
- The kid and the dog was looking at the frog.
- He call to the, the frogs.



ER SPANISH TRANSCRIPT

- El está mirando a la, a la rana.
- El perro también.
- La rana se fue y se fue.
- El niño fue a dormir.
- Él se dio cuenta que no era la rana.
- El perro estaba en la, adentro de la jarra, donde estaba la rana.
- El niño está gritando que venga la rana.
- Pero el perro se cayó.



ER'S SPANISH CONTINUED

- Y el niño se fue afuera para agarrar al perro.
- Allí está buscando el niño a la rana que no encontró.
- Aquí está el niño, digo, adentro de un hoyo y el perro estaba ladrando las moscas.
- Y que el niño se levantó del hoyo.
- Y la casa donde viven las moscas, se cayó del arbol.
- El niño estaba buscando la rana en un arbol.
- El niño se cayó.

