Difference or Disorder?
Language
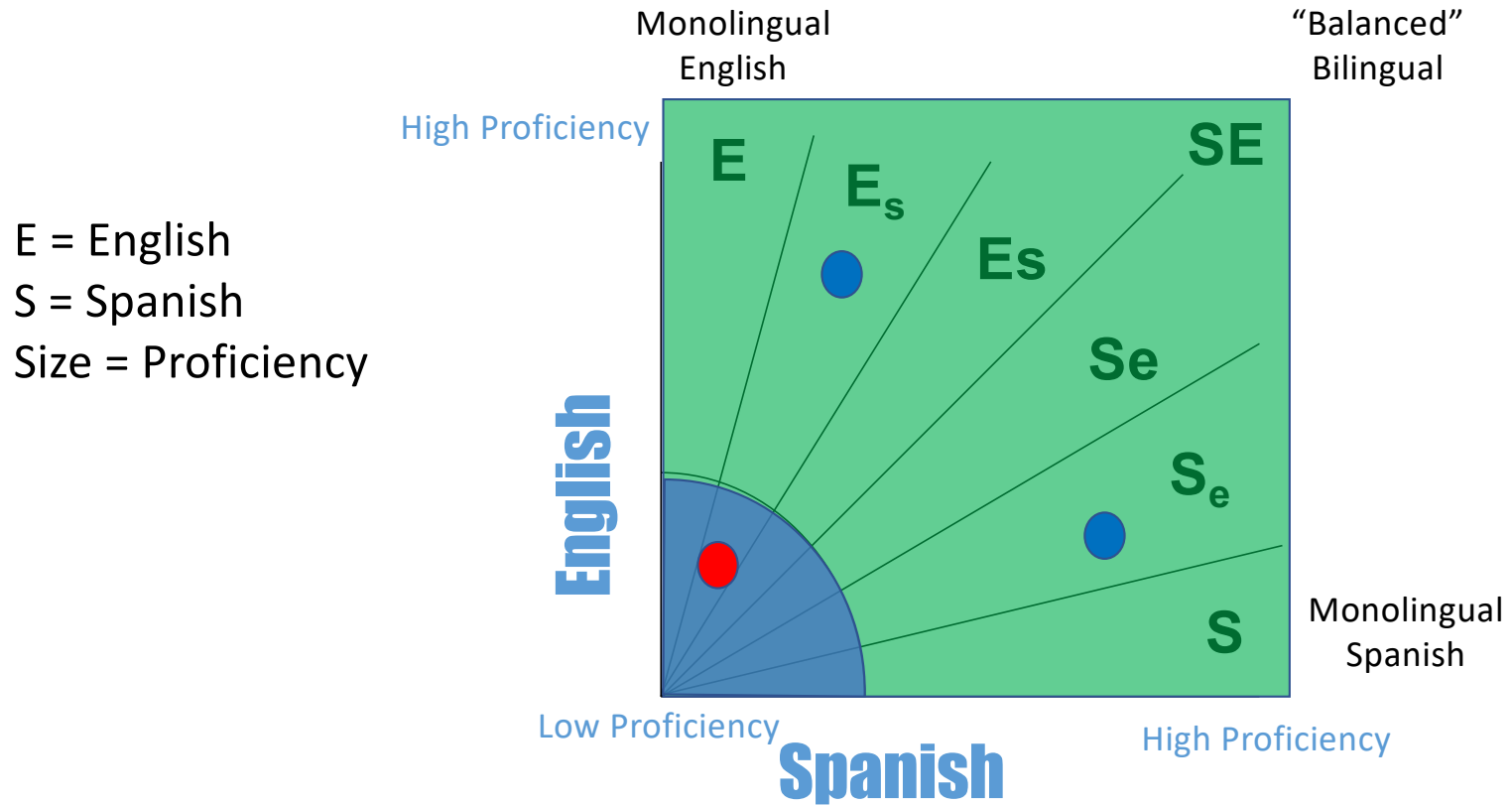
An Early Model of Bilingualism

Monolingual
Spanish

"Balanced"
Bilingual

Monolingual
English

S $\mathbf{S_e}$ **Se SE Es** $\mathbf{E_s}$ **E**
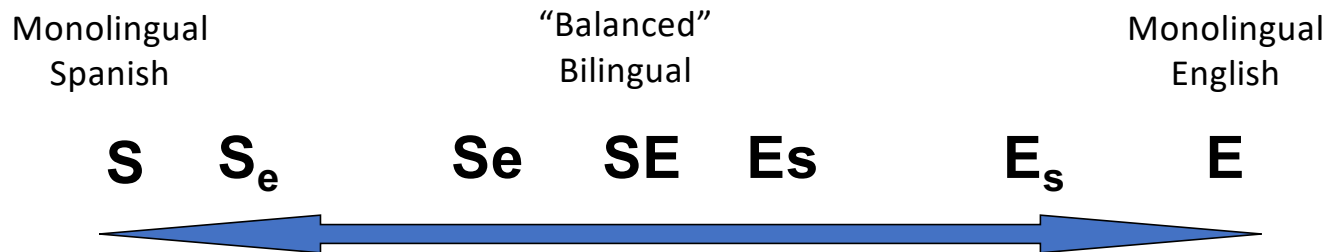
The Bilingual Continuum
(Valdés & Figueroa, 1994)

BILINGUISTICS

A New Model of Bilingualism

Monolingual English

"Balanced" Bilingual

High Proficiency

E = English
S = Spanish
Size = Proficiency

E   E_s   SE

Es

Se

S_e

English

S

Monolingual Spanish

Low Proficiency

Spanish

High Proficiency

BILINGUISTICS

The Need to Test in Both Languages

Native Language

	Below Average	Within Normal Limits
Below Average	❌	✔
Within Normal Limits	✔	✔

English
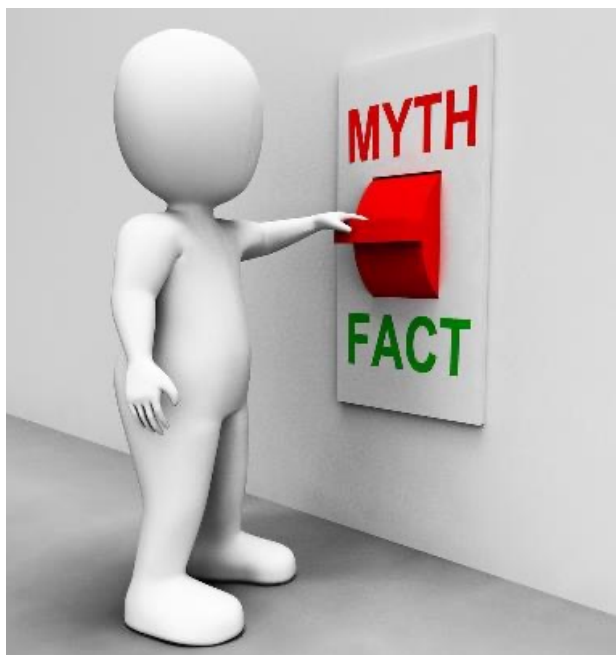
Fact or myth?

We've established that bilingualism does not cause language impairment.

We need to be able to tell which bilingual children need speech and language therapy, and which do not.

Evaluating Language Skills in Bilingual Students

- Standardized Tests
- Non-Standardized Measures
- Dynamic Assessment

Using Standardized tests with Bilinguals

ARE GREAT IF NORMED ON THE POPULATION WE ARE WORKING WITH

CAN BE USED TO GATHER QUALITATIVE INFORMATION

English Tests

Spanish Tests

Tests in Languages other than English or Spanish **?**

When Using English Tests With Bilingual Children…

- Sometimes we:
  - Translate
  - Administer in English to children whose native language is not English

When Tests Are Translated, We Need to Consider

- Linguistic equivalence
- Functional equivalence
- Cultural equivalence
- Metric equivalence

  (Peña, 2007)

Lack of equivalence in any of these areas can threaten content validity (Rogler, 1999)

A look at a test that was translated to Spanish by the publisher but without Spanish norms

Receptive Item

- English: Responds to the prepositions *out* and *on*
- Spanish: Responde a las palabras *fuera* y *sobre*

- These prepositions are similar in meaning, though they do not have a one-to-one correspondence across languages and therefore likely differ in their level of difficulty

Receptive Item

- English: Understands the possessive form *'s*
  - Baby's mommy. Daddy's boy.
- Spanish: Entiende las formas del posesivo
  - El bebé de la mamá. El hijo del papá.

- In English, this deals with morphology, and in Spanish it deals with syntax. It cannot be assumed that these will follow the same developmental sequence.

Receptive Item

- English: Understands irregular plural forms
- Spanish: Entiende el plural

- There are no irregular plurals in Spanish. This is a much more challenging item in English than it is in Spanish, but the use of basal and ceiling rules that are based on English assumes the same level of difficulty.

- English: Uses the pronouns *I, you,* and *me.*
- Spanish: Usa los pronombres *yo*, *me*, *mi*, *tú*, *te*, *ti*

- The requirement is that each of them is used on a daily basis. The Spanish pronouns *me* and *te* are more complex pronouns than those tested in English. Additionally, pronouns are used with less frequency in Spanish than in English. Thus, this item would be more difficult for Spanish speakers.

expressive
Item

- English: Uses the articles *the* and *a*
- Spanish: Usa los artículos *el, la, un, una*

- In Spanish, the article system is more complex because it includes gender, which does not exist with the same complexity in English. Instead of two articles, Spanish has six (*un*, *el*, *los*, *una*, *la*, *las*). The Spanish translation focuses on the four singular articles.

expressive Item

Cultural bias

- When Administering English Tests to ELLs consider potential cultural bias

  Expressive item
  - Recalls events from a story presented orally
    - On the table, there were eggs, toast, and orange juice.

Basal and Ceiling Rules

IN ORDER FOR BASAL AND CEILING RULES TO WORK, ITEMS HAVE TO BE ORDERED BY LEVEL OF DIFFICULTY FROM EASIEST TO HARDEST	WHEN A TEST IS TRANSLATED, ITEM DIFFICULTY LEVELS ARE NOT THE SAME	WHEN CULTURAL BIAS EXISTS, ITEM DIFFICULTY LEVELS ARE NOT THE SAME	WHEN USING A TRANSLATED VERSION OF A TEST OR WHEN USING AN ENGLISH TEST WITH AN ELL, TEST BELOW THE BASAL AND ABOVE THE CEILING	USE FOR QUALITATIVE INFORMATION, BUT KNOW THAT SCORES ARE NOT AN ACCURATE REPRESENT-ION OF ABILITIES

In Summary: Standardized Tests

ARE GREAT IF NORMED ON THE POPULATION WE ARE WORKING WITH
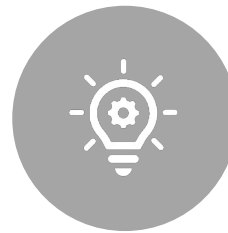
CAN BE USED TO GATHER QUALITATIVE INFORMATION

Using tests qualitatively

- Explore strengths and needs
- Consider what is being tested
- Talk about level of language complexity
- Analyze errors to determine whether they might be the result of language influence.

Item Type	Example	English Dominant	Balanced Bilinguals	Spanish Dominant
Passive Voice	*The boy was hugged by the girl.*	✔	✔	✔
3rd Person Singular	*Run<u>s</u>*	✔	✔	✔
Possessives	*Teacher'<u>s</u>*	✔	✔	✔
Question Inversion	*<u>Is</u> the bus at the school?*	✔	✔	✔
Plural Noun	*Box<u>es</u>*	✔	✔	
Regular Past	*Dropp<u>ed</u>*	✔	✔	
Negative	*<u>Don't</u> burn the toast.*		✔	✔
Copula	*He <u>is</u> tall.*		✔	✔
Relative Clause	*…<u>that was</u> on the stove*		✔	✔
Irregular Past Tense	*Bro<u>ke</u>*	✔		

Bedore, Peña, Anaya, Nieto, Lugo-Neris, & Baron (2018).

Different types of test items differentiate those with and without DLD for different groups.

Bedore and colleagues (2018)

Non-standardized measures

Narrative Assessment

Assessment of Fictional Narratives

- Gathering a Language Sample using a Wordless Picture Book
  - Frog Where are you
  - Tuesday
  - The Arrival
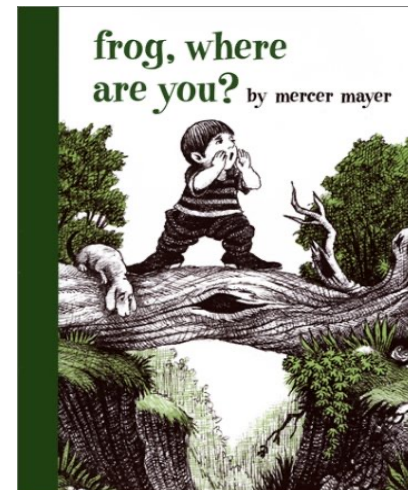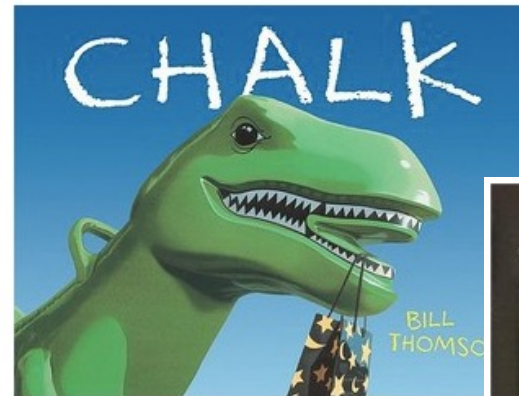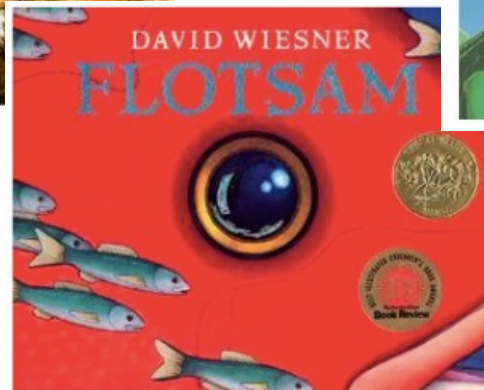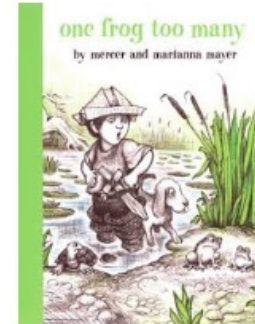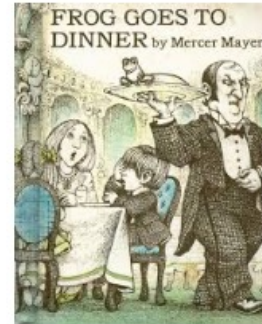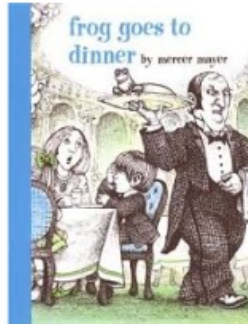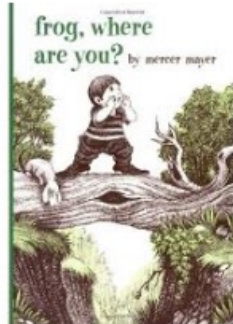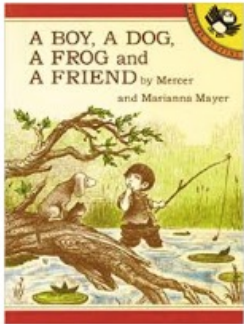
A BOY, A DOG, A FROG and A FRIEND by Mercer and Marianna Mayer

frog, where are you? by mercer mayer

frog goes to dinner by mercer mayer

FROG GOES TO DINNER by Mercer Mayer

one frog too many by mercer and marianna mayer

DAVID WIESNER FLOTSAM

CHALK BILL THOMSON

The ARRIVAL SHAUN TAN

Story Telling and Re-Telling

Rana, ¿Dónde estás?
Por Mercer Mayer

Página	Papel
1	Había un niño quien tenía un perro y una rana. El tenía la rana en su cuarto en un jarro grande a su rana.
2	Una noche cuando el niño y su perro estaban durmiendo, la rana se escapó del jarro. La rana se salió por una ventana abierta.
3	Cuando el niño y el perro se despertaron la siguiente mañana, vieron que el jarro estaba vacío.
4	El niño buscó en todas partes a la rana. Aún adentro de sus botas. El perro también buscó a la rana. Cuando el perro trató de mirar adentro del jarro y no podía sacar la cabeza.
5	El niño empezó a llamar desde la ventana abierta: "Rana, ¿Dónde estás?". El perro se asomó a la ventana con el jarro todavía en la cabeza.
6	¡El jarro estaba tan pesado que hizo que el perro se cayera de cabeza por la ventana!
7	El niño fue a ver como estaba el perro. El perro no estaba herido, pero el jarro se rompió.
8 – 9	El niño y el perro buscaron a la rana afuera de la casa. El niño llamó a la rana.

saltsoftware.com/resources/

Frog Where Are You?
by Mercer Mayer

Page	Script
1	There once was a boy who had a dog and a pet frog. He kept the frog in a large jar in his bedroom.
2	One night while he and his dog were sleeping, the frog climbed out of the jar. He jumped out of an open window.
3	When the boy and the dog woke up the next morning, they saw that the jar was empty.
4	The boy looked everywhere for the frog. The dog looked for the frog too. When the dog tried to look in the jar, he got his head stuck.
5	The boy called out the open window, "Frog, where are you?" The dog leaned out the window with the jar still stuck on his head.
6	The jar was so heavy that the dog fell out of the window headfirst!
7	The boy picked up the dog to make sure he was ok. The dog wasn't hurt but the jar was smashed.

saltsoftware.com/resources/

Record the story as it is being told and type at the same time

Language sampling is not that bad!
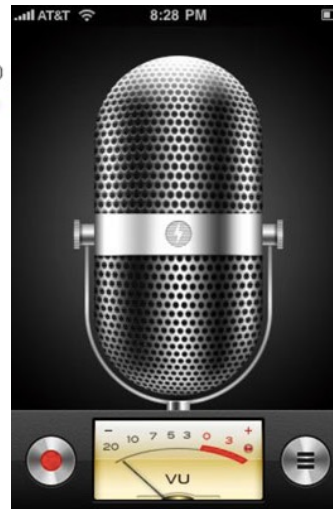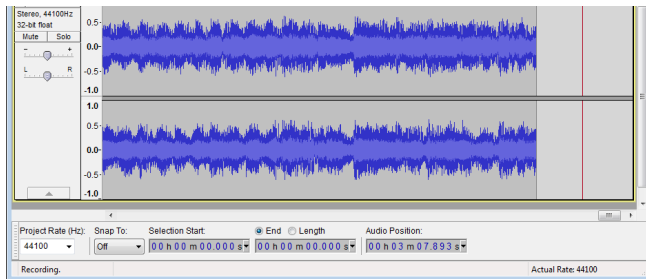
The Future of Language Sampling

Evalubox

Narrative Assessment

Transcription

edit

Ok, so ahora vas a contarlo con mas detalles, como yo hice. Unos dias estaba muy feliz porque encontrara a un niño libre. Estaba muy feliz porque encontrara una lana y estaba cantando. Y cuando estaban, estaban los mismos, y el niño, la lana, ya, ya no esta. Y el niño puso la bota, y el perro puso la bota, boto. Y el perro estaba, estaba detraso, y ya se cayó, y ya rompió. Y estaba enojado el perro, y el niño estaba detraso porque el perro encontró una oveja. Quería comer la oveja. Y le dijeron a la oveja, a la lana, al perro, ya, al perro, a la lana, al perro. Y estaba tocando, y tocó su nariz. Y estaba tomando la oveja de ese perro, y ya, ya, ya rompió su casa. Y estaba, y el niño buscó una tampa grande, y era un búho. Estaba acapando el perro de la oveja. Estaba pegando un búho al niño, y estaba agarrando un cuerno. Y el cuerno era, era... ¿Qué es? Un venado. ¡Venado! Bueno, va a tomar la agua. Y ya se cayó en la agua. Y se cayó en la agua. Y ya encontraron una nueva y una papa. Tenía muchos bebés. Y ya cagaron uno. Y hasta luego. Y hasta luego. Alright. Muy bien.

Cross-Linguistic Patterns in Children with Typical Development

Mean Errors Per Grade Spanish

Mean Errors Per Grade English
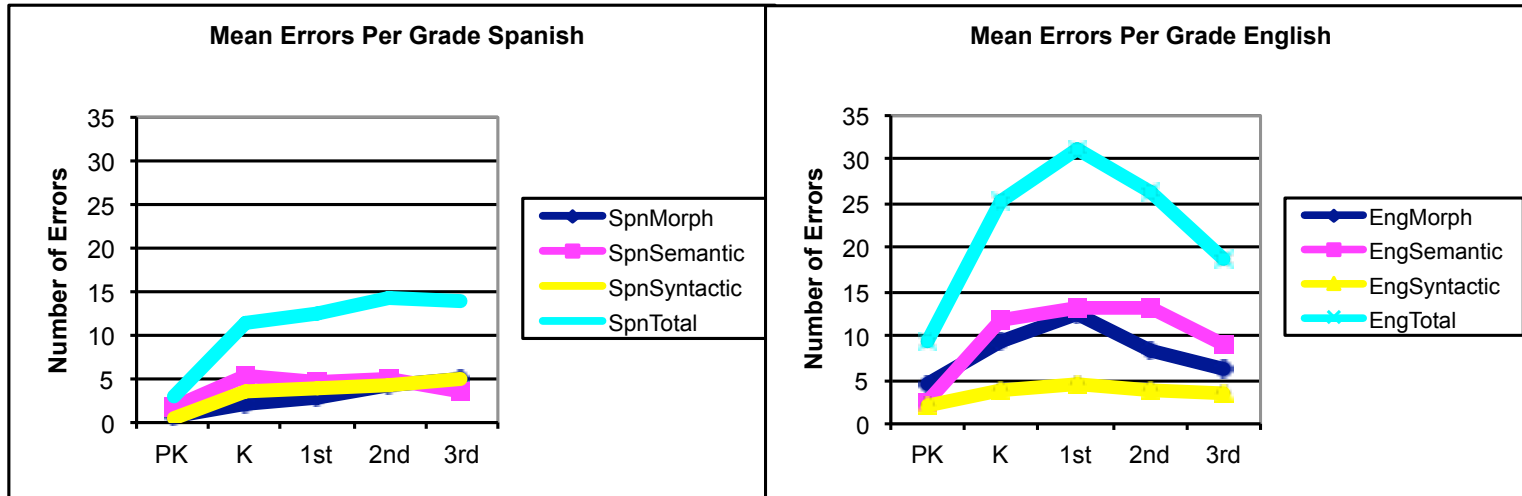
Common Cross-linguistic Patterns

Verbs

Pronouns

Word order

Prepositions

Multipurpose verbs

Vocabulary

Common Cross-linguistic Patterns
VERB Patterns

Unmarked present tense for past tense

- He walk/he walked
- He climb/he climbed

Verbs	Pronouns	Word order	Prepositions	Multipurpose verbs	Vocabulary

Common Cross-linguistic Patterns
Pronoun Errors

Omitted subject pronouns

- In Spanish subjects/pronouns are usually dropped once the subject has been established.
- In English, pronouns are required.

Spanish	English
Maria fue a la tienda. (Ella) Compró pan.	Maria went to the store. **She** bought bread.

Verbs	Pronouns	Word order	Prepositions	Multipurpose verbs	Vocabulary

Common Cross-linguistic Patterns
Word order

ENGLISH
Strict Word Order

- SVO
  - John threw the ball.

- Adjective then Noun
  - Blue dress

SPANISH
Flexible Word Order

- SVO, OSV, VOS
  - Juan tiró la pelota.
  - La pelota Juan tiró.
  - Tiró la pelota Juan.
- Noun then Adjective
  - Dress blue

Verbs	Pronouns	**Word order**	Prepositions	Multipurpose verbs	Vocabulary

Common Cross-linguistic Patterns
Prepositions

ENGLISH	SPANISH
Satellite-framed	Verb-framed
e.g. verb + preposition	e.g. directional information in verb
To look for	Buscar
To get on	Subir
Not 1:1 correspondence of meaning	Not 1:1 correspondence of meaning
in, on	en

| Verbs | Pronouns | Word order | **Prepositions** | Multipurpose verbs | Vocabulary |

Common Preposition Patterns

Spanish Prepositions	English Equivalent	Spanish-influenced Eng
en	"in" and "on"	Put the food **in** the plate.*, Put the soup on the bowl.*
Pensar en OR Pensar de	To think about or think of	I think **on** him every day.*
Enojarse con/de	Get mad at	Get mad **with/of***
Decidir de	To decide on	Decide **of** what you want?*
Casarse con	To marry or be married to	Is he married **with** her?*
Enamorarse de	To be in love with	Is he in love **of** her?*
Consistir en	To consist of	What does your plan consist **in**?*
Buscar	To look for	I look my toy.*
Subir	To go up, to get on	I go the stairs.*

Common Cross-linguistic Patterns
Multipurpose verbs

Verbs such as "do, "make," "put," and "take" generally have one primary meaning and other less frequent uses.

Spanish phrases with multi-purpose verbs	English Equivalents	Spanish-Influenced English
Tomar una decisión	To make a decision	Did you take a decision?*
Poner una cita	To make an appointment	Do you want to put an appointment?*
Tener hambre	To be hungry	Do you have hunger?*
Tener 4 años	To be 4-years old	I have 4 years.*

Verbs	Pronouns	Word order	Prepositions	Multipurpose verbs	Vocabulary

Common Cross-linguistic Patterns
Vocabulary

Spanish-influenced English may include use of words close in meaning to the target
Examples:
- "moose" for "deer"
- "turtle" for "frog"
- "rat" for "chipmunk"
- "cone house of the bees" for "beehive"

Typically do not use general vocabulary ("this," "thing")

| Verbs | Pronouns | Word order | Prepositions | Multipurpose verbs | Vocabulary |

Common Cross-linguistic Patterns
Vocabulary

Early Lexical Development in Bilinguals

- Bilingual children develop early vocabulary at the same rate as monolingual children (Pearson, 1993).
- Early language milestones are similar (single words, lexical spurt, 2-word phrases) (Pearson and Fernandez, 2001).
- Conceptual scores are similar (Pearson, 1998).
- Language exposure drives vocabulary production (Pearson, Fernandez, Lewedeg, and Oller, 1997)

Verb errors	Pronoun errors	Word order errors	Preposition errors	Multipurpose verb errors	Vocabulary errors

Common Cross-linguistic Patterns
Vocabulary

- For bilingual toddlers 30% of vocabulary are translation equivalents[1]
- Young school-age bilinguals produce same # of category items in Spanish and English BUT 70% are unique to one language[2]
- Task performance varies by language[3]

1 Pearson, Fernandez & Oller, 1995
2 Peña, Bedore & Zlatic, 2002
3 Peña, Bedore, & Rappazzo, 2003

Verbs	Pronouns	Word order	Prepositions	Multipurpose verbs	Vocabulary

Children with Language Impairment:

- Omitted required verbs
- Used generic vocabulary (this, one, thing)
- Used sound effects instead of words
- Used incomplete sentences.

Study Takeaway:
None of this is surprising

- Patterns are predictable based on the structure of the two languages a bilingual child speaks.

- We need to have information about the structure and make-up of the languages to make decisions.

- If we cannot explain patterns by differences between the languages, they could be indicative of a language disorder.
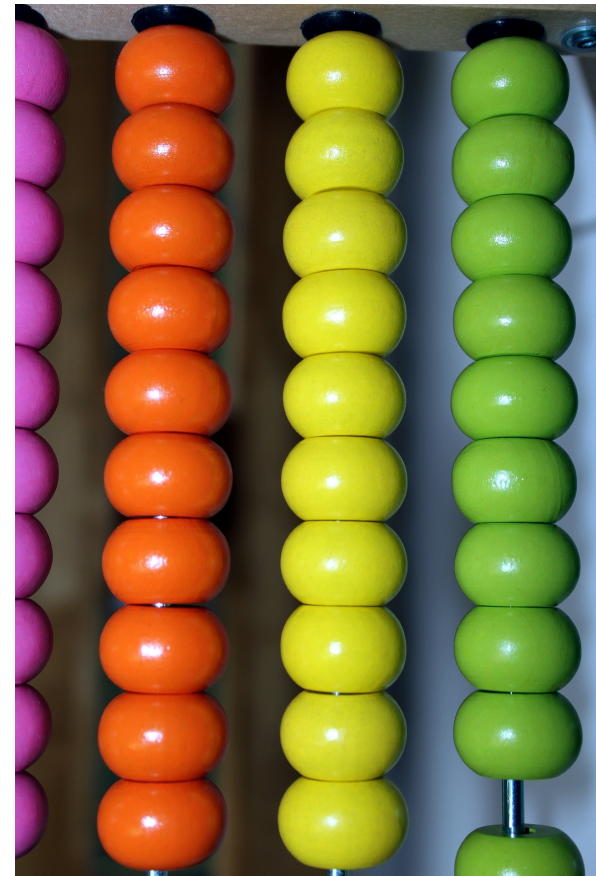
Typical Development of LANGUAGE in Bilinguals

The influence of a second language
on the acquisition of:

- SYNTAX
- MORPHOLOGY
- SEMANTICS

BILINGUISTICS

Difference vs. Disorder

| NORMAL DEVELOPMENTAL PATTERNS | NATIVE-LANGUAGE INFLUENCE | ATYPICAL ERRORS |

Developmental Patterns

Jenny 2;6

Hi Mommy.

Daddy goed bye-bye.

 My apple.

 I want apple (reaching for peach).

That's daddy car

He want to go.

Spanish-Influenced English

Ashley 6;7

A boy see the frog. The dog see the frog. The boy goes to sleep. The dog too. Then the frog get out. Then the boy wake up. The frog was not there. Then the boy look in the hat and the frog's not there. He scream but the frog is not there. The boy was sad because the dog fell. The boy was angry. The boy scream for the frog. The frog was not there. The boy look on the tree. It was not there.

Language Impaired
Bryanna 6;0 - Bilingual

Yesterday I'm sick yesterday. I spit out. Yesterday my baby get sick. Him spilled the carpet. My sister, my mom, came back and give medicine my baby. And now it's my turn and now my baby. Yesterday I go to the doctor and the doctor said I couldn't eat soda. Him get me a soda blue. Yesterday my dad get me to school now.

Activity

Practice with Expected Patterns

	English	Spanish	Vietnamese
Adjective-noun order	Adjective-Noun	Noun-Adjective	Noun-Adjective
Copula	Used with nouns and adjectives	Used with nouns and adjectives	Used with nouns, NOT adjectives
Plurality	Add –s to mark plurals, some irregulars	Add –s when word ends in vowel, -es when ending in consonants, no irregulars	Marked by adding the concept of "more than one" before the noun
Verbs	2 forms of verb person, many tenses	5-6 forms of verb person, many tenses	One form of verb person, 4 tenses

Language Transfer Activity

- Adjective-Noun Order
- Copula
- Plurals
- Verbs

English
Blue Dress

Spanish
Vestido azul/Dress blue

Vietnamese
áo dam màu xanh/Dress color blue

English
Thomas is tall.

Spanish
Tomás es alto.
Tomás is tall.

Vietnamese
Tom cao/
Tom tall.

Plurals

English	Spanish	Vietnamese
two trees	dos árboles/ Two Trees	hai cây/two tree
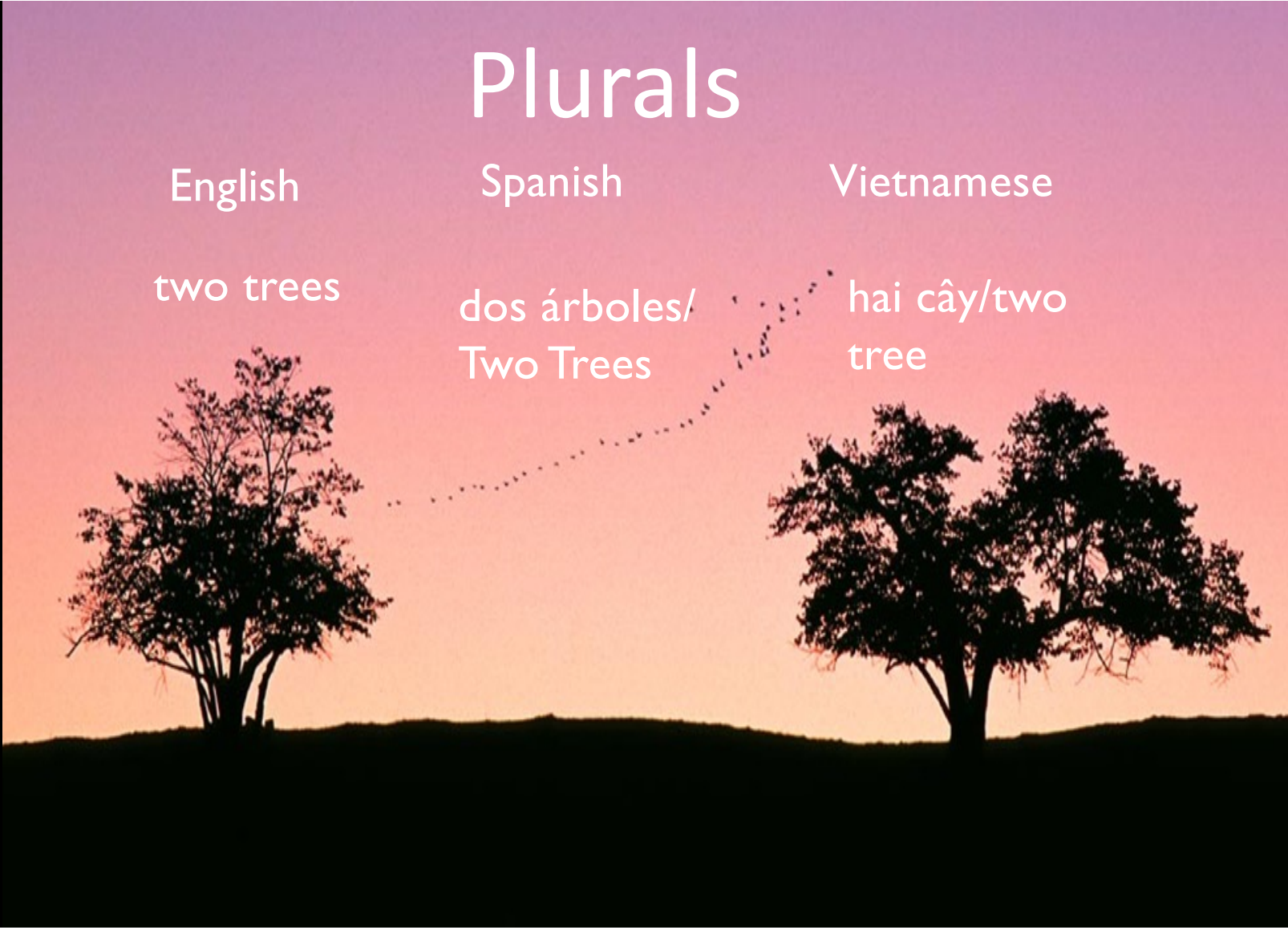
Verbs

English
She walks.

Spanish
Ella camina/
She walk.

Vietnamese
Con gái đi/
Girl walk.

Application - Language

Case Study: Spanish

- 2 First Grade Male Students

- Application: Narrative Story Telling to Gather Language Information

  - Please locate the handouts for the Spanish Case Study.
  - Mark anything that looks atypical
  - Evaluate the errors
  - Determine whether or not the errors could be due to influence from Spanish

Two Spanish-English-Speaking Students

IM

- First grader
- English classroom
- Speaks Spanish at home
- Below grade level in Kindergarten
- Reading below grade level
- Has difficulty answering questions
- Is easily distracted

ERS

- First grader
- English classroom
- Speaks Spanish at home
- Repeating first grade
- Struggling academically
- Does not talk often in class
- Talks at recess

IM Test Scores

Clinical Evaluation of Language Fundamentals, Fourth Edition (CELF-4) – Spanish

Core Score and Indexes
(Mean=100, SD=15)

Core Score and Indexes	Standard Score	Percentile Rank
Core Language Score	65 (59-71*)	1
Receptive Language Index	75 (65-85*)	5
Expressive Language Index	63 (57-69*)	1
Language Content Index	86 (79-93*)	18
Language Structure Index	53 (46-60*)	1

Subtest Scores
(Mean=10, SD=3)

Subtest	Standard Score	Percentile Rank
Concepts and Following Directions	7	16
Word Structure (Morphology)	3	1
Recalling Sentences	5	5
Formulated Sentences	3	1
Word Classes-Receptive	10	50
Word Classes-Expressive	12	75
Word Classes-Total	11	63
Sentence Structure (Syntax)	1	0.1
Expressive Vocabulary	5	5
Understanding Paragraphs	12	75

The CELF-4-Spanish Edition was normed on children living in the U.S.
*90% Confidence Interval.

Oral and Written Language Scales (OWLS)
(Mean=100, SD=15)

Subtest	Standard Score	Percentile Rank
Listening Comprehension	73 (62-84*)	4
Oral Expression	59 (51-67*)	.3
Oral Composite	64 (58-73*)	1

ERS Test Scores

Clinical Evaluation of Language Fundamentals, Fourth Edition (CELF-4) – Spanish

Core Score and Indexes
(Mean=100, SD=15)

Core Score and Indexes	Standard Score	Percentile Rank
Core Language Score	93 (87-99*)	32
Receptive Language Index	100 (90-110*)	50
Expressive Language Index	94 (88-100*)	34
Language Structure Index	92 (85-99*)	30

Subtest Scores
(Mean=10; SD=3)

Subtest	Standard Score	Percentile Rank
Concepts and Following Directions	9	37
Word Structure (Morphology)	9	37
Recalling Sentences	8	25
Formulated Sentences	10	50
Word Classes-Receptive	12	75
Word Classes-Expressive	11	63
Word Classes-Total	12	75
Sentence Structure	9	37

The CELF-4-Spanish Edition was normed on children living in the U.S.
*90% Confidence Interval.

Oral and Written Language Scales (OWLS)

(Mean=100; SD=15)

Subtest	Standard Score	Percentile Rank
Listening Comprehension	101 (90-112*)	53
Oral Expression	98 (90-106*)	45
Oral Composite	99 (92-106*)	47

Locate your
case study
forms

IM, 7;8 years
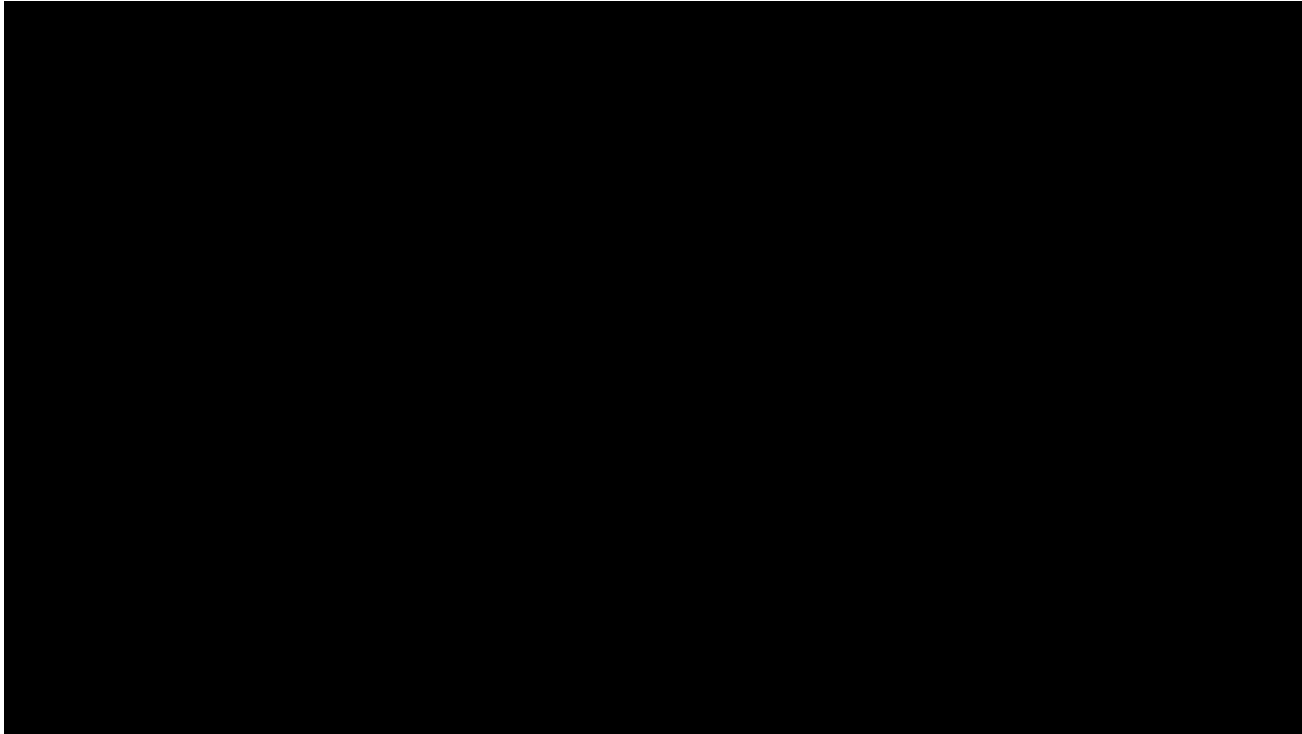
IM English Transcript

- 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?
- Koook!

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.

Analyze the story

Mark everything that is wrong or does not seem right
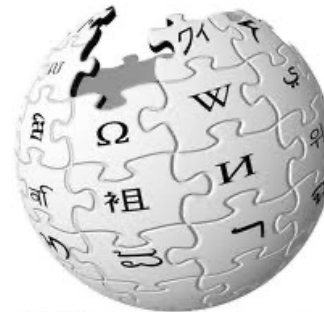
IM English Transcript

- 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?
- **Koook**!

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.

Find Information on the Second Language

- *"Language differences between _____ and English"*

Google
"language
differences
between Spanish
English"

P ⊞ ⊟

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The differences between English and Spanish

Introduction: Spanish is a Romance language and part of the Indo-European language family. It is closely related to Italian and Portuguese. Spanish is a major language, with up to 400 million native speakers in Spain, Latin America and the USA.

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10 Differences Between Spanish and English That You've Gotta Know

1. Spanish nouns have a gender

What do an apple, your mom and and scissors have in common?

They're all feminine nouns in the Spanish language.

While assigning gender to objects is something that is common in other languages, it's almost unheard of in modern English. For nativ English speakers, it can be a bit overwhelming at first.

In the Spanish language, every noun is considered to be either masculine or feminine, and the articles "the," *el* (masculine) or *la* (feminine), will often accompany the noun to demonstrate which gender the noun is.

The International Guide to Speech Acquisition

Sharynne McLeod

THOMSON
DELMAR LEARNING

Difference or Disorder?

Hebrew | Korean | Vietnamese | German
Czech | | Japanese | Farsi
Mandarin | African-American English | French |
| Russian | Spanish | Arabic

Understanding Speech and Language Patterns in
Culturally and Linguistically Diverse Students

BILINGUISTICS

**Cultural and Linguistic Diversity
Resource Guide
for Speech-Language Pathologists**

Brian Goldstein

Difference or Disorder?

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: Yo como Tú comes Él/Ella/Ud. come Nosotros comemos Vosotros coméis Ellos comen	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 do	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).
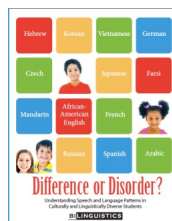
World Language Library

Analyze the errors

Can any of these errors be the result of second language influence?
Mark each.

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?
- Koook!

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.

Test in both languages

If we only have one language we only have half of the information.

- Collect the sample
- Use a community member
- Use an interpreter
- Use a teacher

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.
- Errrr, errrr.
- Shhhhh.
- Y la niño cae.
- Y el perro también.
- Y el niño y el perro buscarlos.
- Allí está sapos.   Ya

IM Spanish Transcript

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IM Results

English

- There were some errors that are indicative of language impairment
- There are some errors that are related to second language influence

Spanish

- The language sample utterances are very short
- All the errors indicate language impairment

QUALIFY

ER, 7;10

ER, 7;10

- The, it it fell down <mark>of the (out)</mark> out of the tree.
- The kid was looking for a tree.
- The kid fell down.
- And the flies <mark>was</mark> chasing the, the dog.
- The kid was, was climbing a rock.
- He got up on it.
- He found, he found something.
- <mark>What he found he got on it.</mark> [The log, he got on it: word order]

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, 7;10

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

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Test in both languages

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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.

ER Results

English

- There are some errors that are related to second language influence

Spanish

- No Errors

WNL
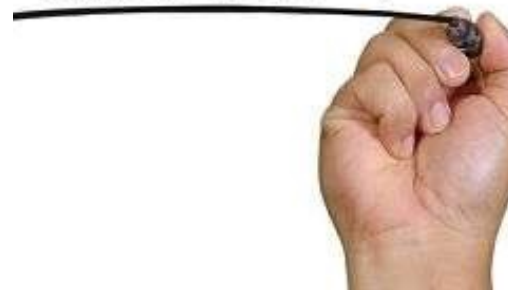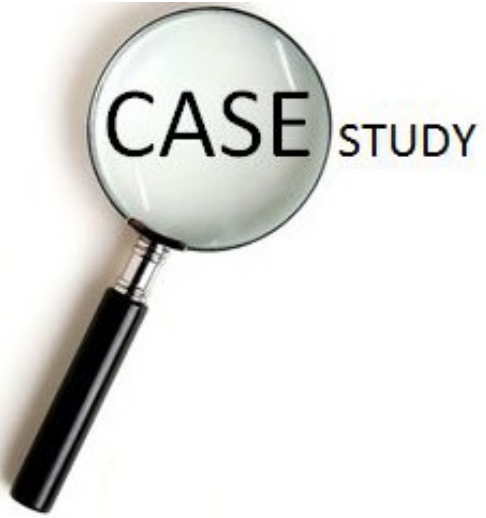
Preschool Language Scale – Fifth Edition - Spanish (PLS-5 Spanish)

(Mean=100)

Subtests/Composite	Standard Score	Percentile Rank
Auditory Comprehension	85 (80-94*)	16th
Expressive Communication	85 (80-93*)	16th
Composite Core Language Score	84 (79-91*)	14th

The PLS-5 Spanish Edition was normed on children from Spanish-speaking homes living in the U.S.
*90% Confidence Interval

Bella's Conversational Sample

- B: My sister sometimes bes mean to my brother.
- B: Because we went on a field trip and then we went on a farm. Mitchell Farm.
- E: Is it near?
- B: Yeah, it's like not at Georgetown. There's a other place.
- B: That girl lower and that girl higher (talking about a short girl and a tall girl).
- B: I got coconut at my house. Because we growed a coconut tree and then there was a lot because there four.

Conversation With Bella's Mom

- E: What are your concerns about Bella's communication skills?
- M: She be confusing herself.
- M: If she take her time, she improve.

Difference or Disorder?

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BILINGUISTICS

Feature	AAE	SAE	Examples
Present tense verb "to be"	Can be used, omitted, or substituted as determined by context and contractibility	Must always be included	*He a boy.* He is a boy. *He eatin'.* / He is eating. *The coffee bees cold.* The coffee is cold. *There go a bus.* There is a bus.
Past tense verb "to be"	Uses the same form (i.e., "was") with all persons and numbers	Uses "was" for 1st and 3rd person singular and "were" for all other persons and numbers	*You was going to go.* You were going to go. *We was going to go.* We were going to go.
Habitual/ continuative state	Allows for inflection of the verb "to be"	Expressed through adverbs and inflected forms of the verb "to be"	*He be waiting all day.* He waits all day. *She been buying me clothes.* She has been buying me clothes (for a long time).

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BiLINGUISTICS

Possessive –s	Is absent or is used when possession is already marked	The 's is used to mark possession	*That John ball./* That is John's ball. *The car is mine's./* The car is mine.
Pronouns	Substitutions of subject, object and possessive pronouns are common.	Forms do not vary	*I need them books./* I need those books. *That they laundry./* That is their laundry.
Article "an"	Is substituted with "a" before nouns beginning with a vowel	Is used before nouns beginning with a vowel	*I want a apple./* I want an apple.
Prepositions	Are distributed differently or are omitted	Must be included	*Where my car at?/* Where's my car? *We got out here./* We got out of here.

Conversation With Bella's Mom

- E: What are your concerns about Bella's communication skills?
- M: She be confusing herself.
- M: If she take her time, she improve.

Bella Summary

- B: My sister sometimes bes mean to my brother.
- B: Yeah, it's like not at Georgetown. There's a other place.
- B: That ... ng about a ...
- ... coconu... ...ere four.

Bella's la... ...ce from African-American English.

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Present tense verb	Can be used.	Must always be	He a boy. He is a boy.
	...determined by context and contractibility		The coffee bees cold./ The coffee is cold.
			There go a bus./There is a bus.

Overregularization: Instances where regular past tense marking is used with an irregular verb form (e.g., *She drinked it all*).

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Hebrew Korean Vietnamese German

Czech Japanese Farsi

Mandarin African-American English French

Russian Spanish Arabic

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Case Studies

Speech Language Pathology
Study Abroad Program