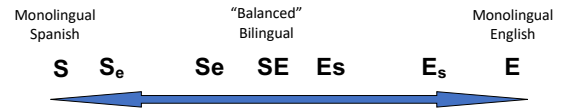


Difference or Disorder? Language



1

An Early Model of Bilingualism

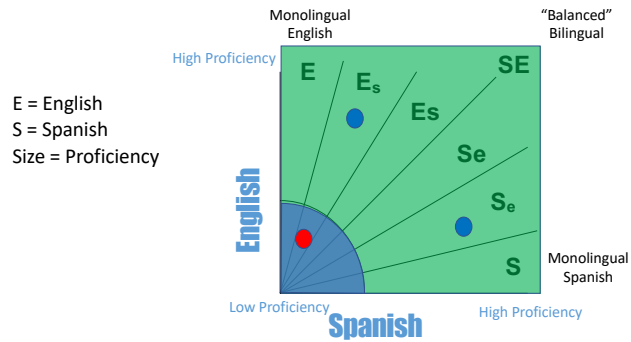


The Bilingual Continuum
(Vaides & Figueroa, 1994)

BILINGUISTICS

2

A New Model of Bilingualism



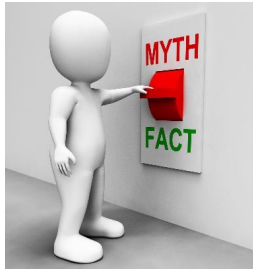
BILINGUISTICS

3

The Need to Test in Both Languages

		Native Language	
		Below Average	Within Normal Limits
English	Below Average	✖	✔
	Within Normal Limits	✔	✔

4



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.

11

Evaluating Language Skills in Bilingual Students

- Standardized Tests
- Non-Standardized Measures
- Dynamic Assessment

12

Using Standardized tests with Bilinguals



ARE GREAT IF NORMED ON THE POPULATION WE ARE WORKING WITH



CAN BE USED TO GATHER QUALITATIVE INFORMATION

13

English Tests



14



15

Tests in
Languages other
than English or
Spanish ?

16

When Using English Tests With Bilingual Children...

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

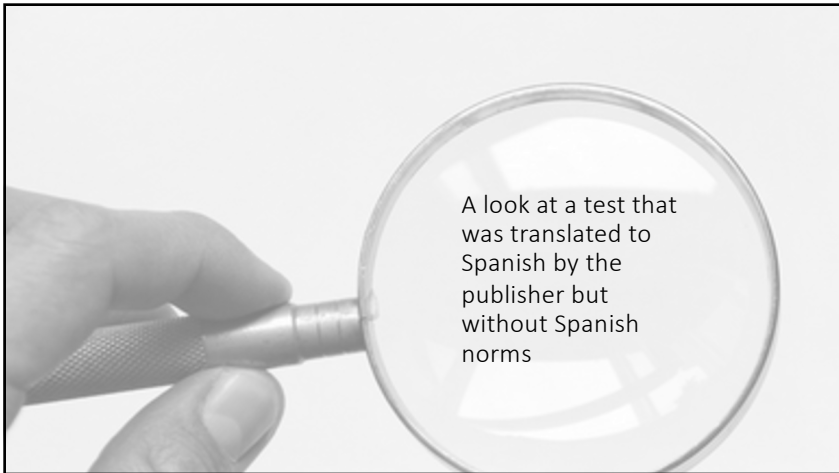
17

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)

18




19



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


20



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.

21



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.

22

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

expressive Item

• 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.

23

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

expressive Item

• 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.

24

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.

25

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 REPRESENTATION OF ABILITIES

26

In Summary: Standardized Tests



ARE GREAT IF NORMED
ON THE POPULATION
WE ARE WORKING WITH



CAN BE USED TO
GATHER QUALITATIVE
INFORMATION

27

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.



28

Item Type	Example	English Dominant	Balanced Bilinguals	Spanish Dominant
Passive Voice	<i>The boy was hugged by the girl.</i>	✓	✓	✓
3 rd Person Singular	<i>Runs</i>	✓	✓	✓
Possessives	<i>Teacher's</i>	✓	✓	✓
Question Inversion	<i>Is the bus at the school?</i>	✓	✓	✓
Plural Noun	<i>Boxes</i>	✓	✓	
Regular Past	<i>Dropped</i>	✓	✓	
Negative	<i>Don't burn the toast.</i>		✓	✓
Copula	<i>He is tall.</i>		✓	✓
Relative Clause	<i>...that was on the stove</i>		✓	✓
Irregular Past Tense	<i>Broke</i>	✓		

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

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

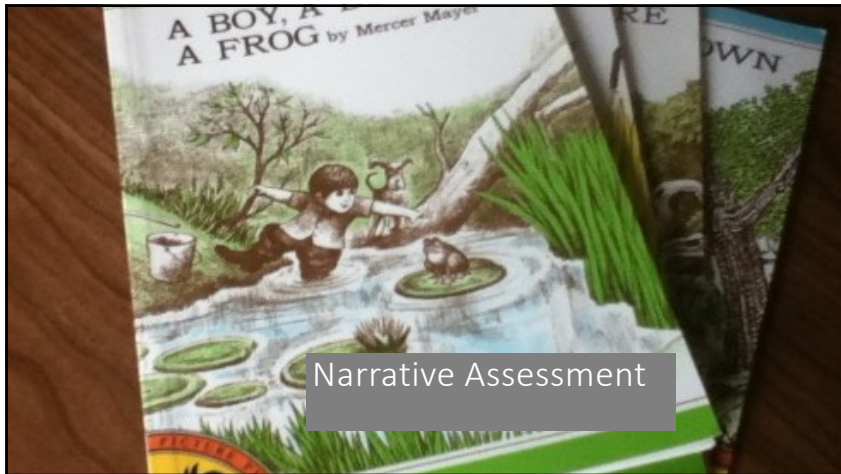
Bedore and colleagues (2018)

29



Non-standardized measures

30

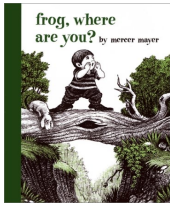


Narrative Assessment

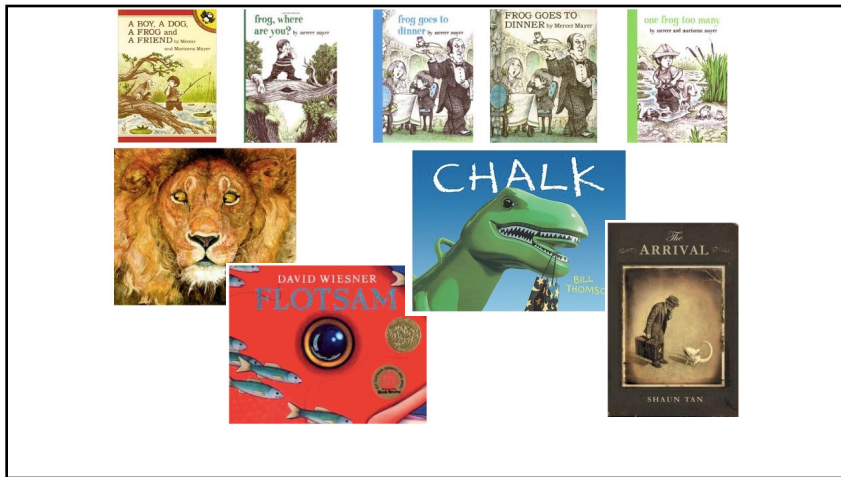
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Assessment of Fictional Narratives

- Gathering a Language Sample using a Wordless Picture Book
 - Frog Where are you
 - Tuesday
 - The Arrival



32



33



34

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/

35

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/

36

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

Language sampling is not that bad!



37

The Future of Language Sampling



Narrative Assessment

Transcripción

well

Ok, so ahora vas a contarlo con más detalles, como yo hice. Unos días estaba muy feliz porque encontrara a un ríño libre. Estaba muy feliz porque encontrara una lana y estaba cantando. Y cuando estaban, estaban los mismos, y el ríño, la lana, ya, ya no está. Y el ríño puso la bota, y el perro puso la bota, bote. Y el perro estaba, estaba detrás, y ya se cayó, y ya rompió. Y estaba enojado el perro, y el ríño estaba detrás 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 buscando, y trocó su nariz. Y estaba buscando la oveja de ese perro, y ya, ya, ya rompió su casa. Y estaba, y el ríño buscó una tampa grande, y era un bulto. Estaba sacando al perro de la oveja. Estaba pegando un bulto al ríño, y estaba agarrando un cuerno. Y el cuerno era, era... ¿cuál era? 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.

Narrative Assessment

Transcripción

well

Ok, so ahora vas a contarlo con más detalles, como yo hice. Unos días estaba muy feliz porque encontrara a un ríño libre. Estaba muy feliz porque encontrara una lana y estaba cantando. Y cuando estaban, estaban los mismos, y el ríño, la lana, ya, ya no está. Y el ríño puso la bota, y el perro puso la bota, bote. Y el perro estaba, estaba detrás, y ya se cayó, y ya rompió. Y estaba enojado el perro, y el ríño estaba detrás 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 buscando, y trocó su nariz. Y estaba buscando la oveja de ese perro, y ya, ya, ya rompió su casa. Y estaba, y el ríño buscó una tampa grande, y era un bulto. Estaba sacando al perro de la oveja. Estaba pegando un bulto al ríño, y estaba agarrando un cuerno. Y el cuerno era, era... ¿cuál era? 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.

38

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.



43

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



44

Common Cross-linguistic Patterns Prepositions

ENGLISH
Satellite-framed
e.g. verb + preposition
To look for
To get on

Not 1:1 correspondence of meaning
in, on

SPANISH
Verb-framed
e.g. directional information in verb
Buscar
Subir

Not 1:1 correspondence of meaning
en



45

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.*

46

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.*



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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”)



48

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)



49

Common Cross-linguistic Patterns Vocabulary

- For bilingual toddlers 30% of vocabulary are translation equivalents¹
- Young school-age bilinguals produce same # of category items in Spanish and English BUT 70% are unique to one language²
- Task performance varies by language³

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



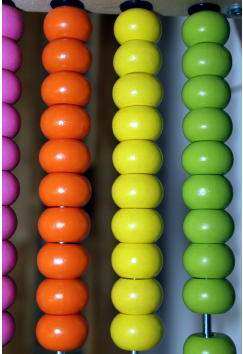
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Study Takeaway:
None of this is surprising

- 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.



52

Typical Development of LANGUAGE in Bilinguals


The influence of a second language on the acquisition of:

- SYNTAX
- MORPHOLOGY
- SEMANTICS

BILINGUISTICS

53

Difference vs. Disorder



54

Developmental Patterns

Jenny 2;6

NORMAL
DEVELOPMENTAL
PATTERNS

Hi Mommy.
Daddy goed bye-bye.
My apple.
I want apple (reaching for peach).
That's daddy car
He want to go.

55

Spanish-Influenced English

Ashley 6;7

NATIVE-
LANGUAGE
INFLUENCE

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.

56

Language Impaired

Bryanna 6;0 - Bilingual

ATYPICAL
ERRORS

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.

57



58

	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

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Language Transfer Activity

- Adjective-Noun Order
- Copula
- Plurals
- Verbs




60



English	Spanish	Vietnamese
Blue Dress	Vestido azul/Dress blue	áo đầm màu xanh/Dress color blue

61




English	Spanish	Vietnamese
Thomas is tall.	Tomás es alto. Tomás is tall.	Tom cao/ Tom tall.

62

Plurals

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




63

Verbs



English	Spanish	Vietnamese
She walks.	Ella camina/ She walk.	Con gái đi/ Girl walk.

64




Application - Language

65

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



66

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

67

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 (55-71)	1
Receptive Language Index	75 (65-85)	5
Expressive Language Index	63 (57-69)	1
Language Content Index	86 (73-93)	16
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

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 (56-73)	1

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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	91 (85-100)	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

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

Subtest	Standard Score	Percentile Rank
Listening Comprehension	101 (90-110)	35
Oral Expression	98 (90-106)	45
Oral Composite	99 (92-106)	47

69



Locate your
case study
forms

70

IM, 7;8 years



71

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!

72

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.

73



Analyze the story

Mark everything that is wrong or does not seem right

74

IM English Transcript

- The kid **(s) 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 **allf,** not there.
- (And the, and the) and the kid [**said**], "Where are you, frog?"
- **Koook!**

75

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.

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Find Information on the Second Language

- "Language differences between _____ and English"

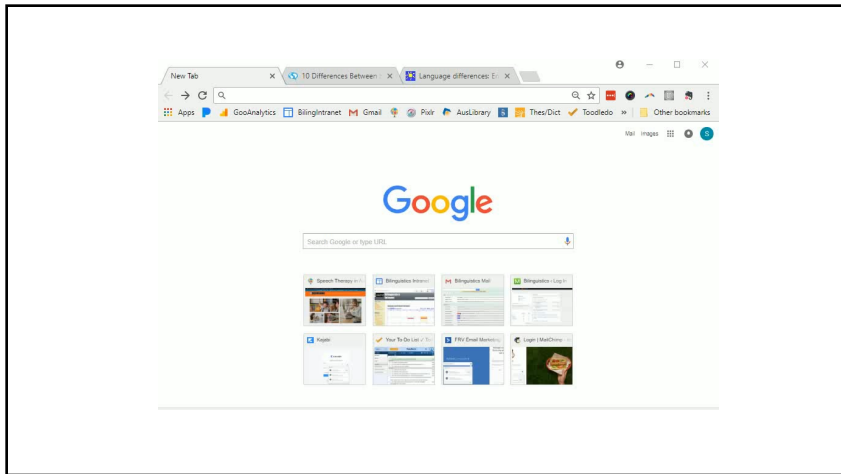


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Google
"language
differences
between Spanish
English"

78



79

Home · Learners · Teachers · Parents · Grammar · Vocabulary · Site Information A Qu

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.

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

1. Spanish nouns have a gender

What do an apple, your mom 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 native 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.

80

Cultural and Linguistic Diversity Resource Guide for Speech-Language Pathologists

Blain Goldstein

81

Chapter 13: SPANISH

CONTRASTIVE ANALYSIS FOR LANGUAGE: MORPHOSYNTAX

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

Feature	Spanish	English	Examples of Errors
Word order	Verb-Subject	Subject-Verb	¿Qué hora es? *The time is what? / *What time is it?
Possessives	noun-of-noun	possessive pronoun	El hijo de mi mamá *My mom's son / *My son's mom
Adjectives	Adjective follows noun	Adjective precedes noun	El niño alto *The tall boy / *The boy tall
Present tense verb inflection	yo hablo, tú hablas, él habla, nosotros hablamos, vosotros habláis, ellos hablan	I talk, you talk, he talks, we talk, you talk, they talk	*I talk / *you talk / *he talk / *we talk / *you talk / *they talk
Use of subject pronouns	Pro-drop	Pro-drop is always used	¿Qué hora es? *I am / *You are / *He is / *We are / *You are / *It is
Regular past tense	yo hablé, tú hablaste, él habló, nosotros hablamos, vosotros hablasteis, ellos hablaron	I talked, you talked, he talked, we talked, you talked, they talked	*I talk / *you talk / *he talk / *we talk / *you talk / *they talk
Double negative	Can't be used	Cannot be used	*I don't want to do anything. / *I don't want to do anything. / *I don't want to do anything.
Question formation	Questions formed by inflection or question words	Questions formed by word order	*¿Qué hora es? / *¿Qué hora es? / *¿Qué hora es?
Multi-verb constructions	Verbos with multiple meanings that do not depend on context	Multiple meanings are dependent on context	*¿Qué hora es? / *¿Qué hora es? / *¿Qué hora es?

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

Note: Sentences marked with an asterisk (*) are awkward or not grammatical.
Source: Kester & Gorman (2004).

82

World Language Library

83



Analyze the errors

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

84

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!**

85

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.

86

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



87

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

88

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

89

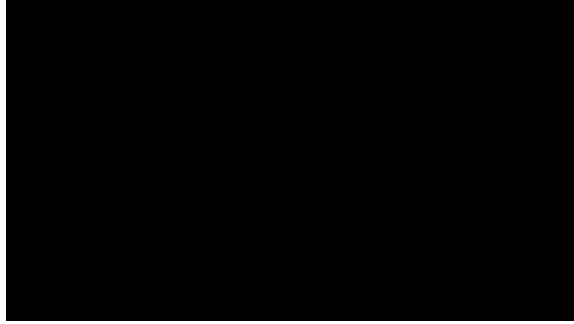
IM Results

- 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



90

ER, 7;10



91

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. [The log, he got on it: word order]

92

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.

93



94

ER, 7;10

- The, it it fell down of the (out) out of the tree.
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95

ER English

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96



97

ER, 7;10

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- The kid was looking for a tree.
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- **What he found he got on it.** [The log, he got on it: word order]

98

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.

99

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



100

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.

101

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 árbol.
- El niño estaba buscando la rana en un árbol.
- El niño se cayó.

102

ER Results

English

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

Spanish

- No Errors

WNL



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

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

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

105

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.

106

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.

107



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	<i>He a boy. He is a boy.</i> <i>He eatin' / He is eating.</i> <i>The coffee bees cold./</i> <i>The coffee is cold.</i> <i>There go a bus./ There is a bus.</i>
Past tense verb "to be"	Uses the same form (i.e., "was") with all persons and numbers	Uses "was" for 1 st and 3 rd person singular and "were" for all other persons and numbers	<i>You was going to go./ You were going to go.</i> <i>We was going to go./ We were going to go.</i>
Habitual/continuing state	Allows for inflection of the verb "to be"	Expressed through adverbs and inflected forms of the verb "to be"	<i>He be waiting all day./</i> <i>He waits all day.</i> <i>She been buyin me clothes./ She has been buying me clothes (for a long time).</i>

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108

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.*

110



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

109

Bella Summary

- B: My sister sometimes **bes** mean to my brother.
- B: Yeah, **it's** like not at **Coopetown**. There's **a** other place.
- B: That about a **g**

Habitual/continuative state Article "an"	Allows for inflection of the verb "to be" is substituted with "a" before nouns beginning with a vowel!	Expressed through adverbs is used before nouns beginning with a vowel	<i>He be waiting all day./</i> He waits all day. <i>I want a apple./I want an apple.</i>
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Habitual/continuative state	Allows for inflection of the verb "to be"	Expressed through adverbs and inflected forms of the verb "to be"	<i>He be waiting all day./</i> He waits all day. <i>She been buying me clothes./</i> She has been buying me clothes (for a long time).

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

Bella's language from African-American English.

111



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	<i>He a boy. He is a boy.</i> <i>He eatin'./ He is eating.</i> <i>The coffee bees cold./</i> The coffee is cold. <i>There go a bus./</i> There is a bus.
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112



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Prepositions	Are distributed differently or are omitted	Must be included	<i>Where my car at?/</i> Where's my car? <i>We got out here./</i> We got out of here.

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Case Studies

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