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“Narratives in Spanish-English bilinguals with and without language impairment”

Narrative tasks provide a way to efficiently elicit a child’s knowledge of vocabulary, grammar and story structures. When telling stories in two languages, emerging bilingual children may show differences across their two languages that are due to differences in language structure and/or due to their different levels of knowledge of that language. This variation may make it difficult for clinicians to reliably determine language difference and language impairment. I will present narrative data on 21 Spanish-English bilingual children with language impairment and their peers matched age-, sex-, IQ, and language exposure. Between group similarities and differences in micro- and macro- structure will be presented and their relationships discussed. A core vocabulary analysis explores similarities and differences in core frequency by semantic and lexical frequency.