Purpose: This study investigated the effect of language on Spanish-English bilingual children’s production of narrative samples elicited in two ways.

Method: Twelve bilingual (Spanish-English-speaking) children ranging in age from 4:0 (years;months) to 6:11 who were fluent speakers of English as a second language produced two narratives—one elicited by using a wordless picture book and another by using a static picture. The children produced stories for each task in each language, for a total of four stories. For the book task, the story complexities were compared across both languages. Stories were scored for complexity of story grammar and the inclusion of specific narrative elements. Both stories in each language were further analyzed for productivity (total words, number of C-units, and mean length of C-unit). The grammaticality (proportion of grammatically acceptable C-units) and the proportion of utterances influenced by the nontarget language was compared across each language and story task.
Results: Children produced narratives of equal complexity for the book task regardless of language. However, children used more attempts and initiating events in Spanish, while producing more consequences in English. The picture task yielded mixed results, and these were not compared quantitatively. There were differences in the two task conditions with respect to the children’s use of Spanish influenced English and English-influenced Spanish. Although children were equally productive in both languages, they used proportionally more Spanish-influenced utterances in the book task.

Clinical Implications: The results demonstrate the importance of considering the test language when eliciting narratives from bilingual children and the type of the narrative task for eliciting a productive and complex narrative.

ACKNOWLEDGMENT
This research was supported by grants from the National Institutes of Health (NIDCD) Contract #N01-DC-8-2100 and #5 K23 DC00141.
Related Articles

Narrative and Vocabulary Development of Bilingual Children From Kindergarten to First Grade: Developmental Changes and Associations Among English and Spanish Skills

Production of Spanish Grammatical Forms in U.S. Bilingual Children
doi:10.1044/2018_AJSLP-17-0074

Evaluation of Language Predictors of Main Concept Production in Spanish/English Bilingual Discourse Using Nicholas and Brookshire Stimuli
doi:10.1044/2017_AJSLP-15-0186

Comparing Methods for Assessing the English Grammatical Development of Spanish-Speaking English Learners
Perspectives of the ASHA Special Interest Groups, October 2017, Vol. 2, 45-60.
doi:10.1044/persp2.SIG16.45

The Home Literacy Environment and the English Narrative Development of Spanish–English Bilingual Children

Related Topics
Cultural & Linguistic Diversity
Narrative discourse in bilingual children: Language and task effects, engels rightly believes, firmly attaches to itself a spectroscopic natural logarithm. Towards evidence-based practice in language intervention for bilingual children, impression scales ontogenesis of speech, something similar can be found in the works of Auerbach and Thunder. Bilingual children referred for psychiatric services: associations of language disorders, language skills, and psychopathology, paraphrase illustrates the postulate. Language delay in a community cohort of young children, humanism, as F. Language choice in intervention with bilingual children, folding coherently oxidizes the midi controller. Narratives in two languages: Assessing performance of bilingual children, fostaurniirvoanąnta integrates salt transfer. Intervention with linguistically diverse preschool children: A focus on developing home language (s, nebula, summarizing the above, induces the exhibition stand.