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# Identification of specific language impairment in bilingual French Polish children

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## Abstract

This article summarizes the study focusing on a difficulty in investigating typical and abnormal language development of French Polish children with successive early bilingual education. Although bilingualism is very popular and normal phenomenon in our society many considerable questions have no answers. In particular, the characterization of a bilingual child with a typical development as opposed to the one that can be affected by possible spoken language difficulties. Indeed, certain patterns of the language behavior of a typical bilingual child can be confused with some patterns identified in the children with specific language impairment. Research works indicate that the parents of bilingual children consult a specialist later than monolingual parents. One of the reason is that we would not have any tests available in order to detect some language disorders as their language skills are insufficient and cannot be tested at that age.

Our research focuses on determining patterns of linguistic treatment for a typical lingual development in a bilingual child and the patterns which could be examples for children with some language disorders. We hope that the results of this study will allow to develop a reliable tool in order to diagnose specific language disorders of bilingual children. Regarding an ongoing study, we would like to present this methodology and some preliminary results of the tests.

In order to satisfy the objectives of this study we have chosen to limit our participants to Polish immigrant children of 3-4 years old who live in France and who have bilingual education. All these elements were taken into consideration to elaborate specific tools. First of all, this study aims to situate child language development in French of Polish children by underlining the importance of the characteristics described in two languages that they may have a direct or indirect affect on the acquisition of French. We also want to characterize language environment of these children. Then, after analyzing 50 children of our group, we will only take into consideration the children who scored significantly lower than the average of the research group. Three months later, we propose a seconde time similar exams only for children with the lowest scores. We suppose that the children with specific language disorders will make similar errors in the second test. We will look for specific markers in their difficulties. This study consists of 4 sub-tests and a parental questionnaire which is given to parents at the beginning of the testing. This study starts by the sub-test with nonwords repetition test in both languages. We hypothesize that these phonemes present only in one of the languages will be more difficult to repeat and to remember for a bilingual child. Moreover lower results in both languages can be a sign of specific language disorder

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of these children. The second sub-test consists of denomination and designation. Each of these two first sub tests includes 15 photos targets. Then, a third sub-test based on motor skills screening thanks to which we can see some possible difficulties or inability to do non verbal oral movement control, based on imitation. Lastly, the fourth sub-test asks to name 7 target verbs on the photos. The sentences are short only with subject and verb. This proof is composed of a production task with the same verbs as we chose before.

We hope that this original study which treats bilingualism and SLI in both languages French and Polish relatively little explored, will make us develop a successful and efficient test.