



# Cross Linguistic Interactions in Narrative Intervention

The purpose of this study was to examine the extent of English to Spanish cross-linguistic influence on syntax and narrative schemas across two K-3 student populations.



73 Spanish-English bilingual students participated in this study; 56 were typically developing and 17 had language impairments.

Students were matched and then randomly assigned to treatment and control groups. Students produced three narrative retells in English and Spanish at pretest and at posttest.

Students in the treatment group received 2 25-min, individualized narrative intervention sessions focused on casual subordination and story grammar in English.



Table 2. Mean (standard deviations) gain scores, and t-test results for outcome measures

Outcome Measures	Typically Developing (n = 56)				Language Impairment (n = 17)			
	Treatment	Control	t	p	Treatment	Control	t	p
English Causal sub.	2.12 (2.52)	-0.09 (1.04)	3.96	<.0001*	2.33 (2.60)	0.00 (1.31)	2.29	.04*
Story grammar	0.56 (0.56)	0.04 (0.24)	4.12	<.0001*	0.41 (0.32)	-0.01 (0.37)	2.51	.02*
Spanish								
Causal sub.	1.39 (1.90)	-0.35 (1.37)	3.76	<.001*	0.78 (1.86)	-0.75 (2.19)	1.56	.14
Story grammar	0.71 (0.81)	0.01 (0.42)	3.80	<.001*	0.35 (0.45)	0.19 (0.19)	0.95	.36

Note: Treatment, Treatment group; Control, control group; Causal sub., gain in the frequency of use of causal subordination; Story grammar, pretest to posttest gain score using a rating scale ranging from 0 to 2.

\*Statistically significant with  $p < .05$ .

Results indicated that the English narrative intervention improved causal subordination and story grammar in English and Spanish. Typically developing children had significantly greater cross-linguistic transfer than the children with language impairment did.

PETERSEN, D. B., THOMPSON, B. E., GUIBERSON, M., & SPENCER, T. D. (2016). CROSS-LINGUISTIC INTERACTIONS FROM L2 TO L1 AS THE RESULT OF INDIVIDUALIZED NARRATIVE LANGUAGE INTERVENTION WITH CHILDREN WITH AND WITHOUT LANGUAGE IMPAIRMENT. APPLIED PSYCHOLINGUISTICS, 37(3), 703-724.