

What is the typical course of early language development in speakers of Quebec French and how does it compare to the development of English?

childhood  
disability  
LINK



## Summary

There has been a lack of reliable language assessment tools for French-speaking children, which are required for accurate evaluations and intervention planning. In this study, a systematic method was developed for the analysis of language in French-speaking children. A large group of children participated in the study, including those who are monolingual (French or English). Results indicate important structural differences between the ways the languages are acquired, which has important implications for the assessment of French-speaking children as well as for assessment of children who are bilingual (French and English).

## What families and practitioners should know

For clinical language assessment, tools should be used that are specifically developed for that language (e.g. French or English).

A reliable computerized coding method was developed for spontaneous language samples in French, which is available for use to clinicians and researchers.

In bilingual assessment, direct cross-linguistic comparison of raw scores is not meaningful, even for language measures that may, on the surface, seem comparable in the two languages. Instead, the course of development in each language must be considered when interpreting the findings.

## Reference

Elin Thordardottir (2005). Early lexical and syntactic development in Quebec French and English: Implications for cross-linguistic and bilingual assessment. *International Journal of Language and Communication Disorders*, 40, 243-278