The Development of Two Languages among Spanish-English Bilingual children.
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1. Project description

The main goal of this project is to obtain linguistic data from Spanish-English bilingual children on two important syntactic phenomena: negation and question formation. Both syntactic phenomena are of great importance in the linguistic growth of children as they are crucial for their development of abstract thought and they are at the basis of further syntactic development. One of the main objectives of this study is to observe the use that children make of these structures in communicative exchanges. For that purpose, data collection will be presented in a format that is engaging and meaningful to the child. A puppet show will be presented to the child and her/his spontaneous interaction with the puppets will be videotaped.

Parental consent forms will be distributed prior to the scheduling of the interviews along with an explanation of the project. The identity of the children will always be protected and their names will not be revealed for any purposes. The children will also provide their oral assent and can discontinue the interview at any point.

2. Linguistic structures to be studied in a communicative exchange

Negation

Negation structures differ considerably in Spanish and English. While clausal negation involves the use of the auxiliary verb “to do” in English, it does not in Spanish. A second difference is that the word “any” in English has two Spanish equivalents depending on whether the sentence is affirmative or negative. In English when the word “any” is used in a negative sentence it is called a negative polarity item. Finally, Spanish requires negation to precede the verb whereas it is possible in English to have negative quantifiers preceding a noun.

The next examples illustrate some of the main differences between the two languages:

<table>
<thead>
<tr>
<th>Negation in Spanish and English 1</th>
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<tbody>
<tr>
<td>Structure</td>
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<td>I. Clausal negation</td>
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<td>II. Negative Polarity Item</td>
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<td>III. Negative Polarity Item/</td>
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<tr>
<td>Negative Quantifier</td>
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</tbody>
</table>
**Interrogative sentences**

There are some properties of interrogative sentences in English that are not shared by interrogative sentences in Spanish. Interrogative questions in English require the insertion of the auxiliary verb “to do” while Spanish does not require such insertion. At the same time, in Spanish interrogative sentences the subject may follow or precede the verb whereas in English it must precede the verb.

<table>
<thead>
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<th>Table 2: Interrogative sentences</th>
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<tr>
<td>Do-insertion</td>
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<tr>
<td>Subject-verb inversion</td>
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</table>

3. Research Methodology

Data will be elicited in oral interviews in which a researcher and her assistant will ask the children some questions about the languages that they use at home. A puppet show will follow in which the children will engage in conversation with some of the characters. A description of the Puppet Show follows:

**Task 1: Interactive Puppet Show**

*English Version*

Puppet 1 = granddaddy (he has hearing problems)
Puppet 2 = granddaughter (Ana)

Prior to each situation the researcher introduces the characters to the child and lets the child play with them if the child wishes to do so.

**Situation I (Ana is about to eat her meal)**

Granddaddy: Hi, how are you?
Ana: I am ok, but I don’t feel good. I just realized that I don’t like bread.
Granddaddy: What did she say?

Possible child answers: “She says she no like bread”
“She says she don’t like bread”
“I don’t like bread” (reply in the pilot)

**Situation II**

Granddaddy: Do you like banana bread?
Ana: No, I don’t like any bread
Granddaddy: What did she say?
Child: “She doesn’t like any bread”
    “She likes no bread”
    “She don’t like no bread”
    “I don’t like no/any bread”

Situation III

Granddaddy: Can you help me find out what she does like?

Child: What do you like?
    Do you like bread?

Ana: I like ice cream.

Task 1: Interactive Puppet Show
Spanish Version

Puppet 1: boy (Mario)
Puppet 2: aunt (Tía)

Situation I

Tía (Aunt): Hola, ¿cómo estás hijo?
Mario: Estoy más o menos. Hoy comieron pastel en casa y yo no como pastel.
Tía: Ay, no lo escucho. ¿Qué dijo?

Child: Dijo que no come pastel
    Yo no como pastel

Situation II

Tía (Aunt): ¿Te gusta el pastel de manzana?
Mario: No me gusta ningún pastel
Tía: Ay, no lo escucho. ¿Qué dijo?

Child: Dijo que no le gusta ningún pastel
    Dijo que ningún pastel le gusta
    Dijo que no le gusta ningún pastel
    No le gusta ningún pastel

Situation III
Tía: ¿Me ayudas a preguntarle qué comen sus papás?
¿Le preguntas por favor?

Child: ¿Qué comen tus papás?
¿Qué tus papás comen?

Mario: Comen arroz y frijoles.