

**הכנס השני בנושא:
הפרעות בתקשורת
באוכלוסייה רב-לשונית ורב-
תרבותית**

8-9 בינואר

המכללה האקדמית הדסה

חוברת תקצירים

<p>יום ראשון, י"ג בטבת תשע"ב 8.1.2012 אולם גוטסמן, מכללה אקדמית הדסה, רח' הנביאים 37 אספקטים מחקריים וקליניים באוכלוסיות רב-לשוניות ורב-תרבותיות</p>	
התכנסות, רישום ומושב פוסטרים	16:00 – 15:30
דברי ברכה	16:10 – 16:00
<p>Prof. Elinor Saiegh-Haddad, Bar-Ilan University: "Bilingualism, Bi-dialectalism and Reading Skills Development"</p>	17:00 – 16:10
<p>דבורה בראנד, קלינאית תקשורת M.A., מכללה אקדמית הדסה, המכון לאודיולוגיה והפרעות בתקשורת, הדסה עין כרם ואונ' תל אביב: "רגישות תרבותית בשיקום לקויי שמיעה בחברה החרדית"</p>	17:35 – 17:00
<p>דר' ג'ודי קופרסמיט, מכללה אקדמית הדסה, אוניברסיטת חיפה ומכללה אקדמית אל-קסמי, דר' רחל יפעת, החוג להפרעות בתקשורת, אונ' חיפה ופרופ' שושנה בלום קולקה, החוג לתקשורת, האונ' העברית: "התפתחות יכולת נרטיבית אצל ילדים צעירים דוברי עברית כשפה שנייה: הבטים לשוניים ומבניים"</p>	18:10 – 17:35
הפסקת קפה ומושב פוסטרים	18:35 – 18:10
<p>דר' עירית מאיר, אוניברסיטת חיפה: "דו-לשוניות ודו-ערוציות: הדו-לשוניות המיוחדת של אנשים חרשים"</p>	19:15 – 18:35
<p>הדר עוז, קלינאית תקשורת M.A., אוניברסיטת בר-אילן ומכון "קשת": "שימוש בשאלון הורים BIPAQ כמסייע לאבחון יכולת שפתית אצל ילדים דו- לשוניים"</p>	19:50 – 19:15

תקצירי הרצאות

Bilingualism, Bi-dialectalism and Reading Skills Development

Elinor Saiegh-Haddad, Bar-Ilan University

The talk will address the development of basic reading skills in bilingual and bi-dialectical (diglossic) contexts. Three bodies of research will be identified as affecting theories of reading development in bilinguals: a) monolingual children tested in their respective languages; b) language learners (or L2/FL readers) tested in a language other than their L1, and c) bilinguals or language learners tested in both of their languages. Three themes will be discussed: a) the interaction in reading skills development among bilinguals between the structure of the languages involved and how linguistic structure is represented in the two orthographies; b) The effect of linguistic distance between the first language/dominant language and the language of reading (second language/weak language); and c) The bilingual advantage and the constraints on transfer in reading skills development in bilinguals. The talk will conclude with the argument that reading development in bilinguals is inherently cross-linguistic. Therefore, proximity and distance between the two languages and orthographies will affect ease and speed of acquisition, types of difficulties encountered, and the processing mechanisms utilized in reading in the two languages.

רגישות תרבותית בשיקום לקויי שמיעה בחברה החרדית

דבורה בראנד, מכללה האקדמית הדסה, המכון לאודיולוגיה והפרעות בתקשורת, הדסה עין כרם, ירושלים,
החוג לחינוך, אוניברסיטת תל אביב

החברה החרדית מונה כ-8% מהאוכלוסייה בישראל, כאשר במערכת החינוך בישראל לומדים כיום כ-5000 תלמידים עם לקות שמיעה מגיל 3 ועד גיל 21. בחברה החרדית ישנם כ-350 ילדים לקויי שמיעה, המהווים כ-7% מכלל התלמידים לקויי השמיעה בישראל.

הרצאה זו תתאר ותעמוד על הבדלים הקיימים בין החברה החרדית לחברה החילונית באופן כללי וביחסה ללקויי שמיעה בפרט. בהרצאה יובאו שני מחקרים אשר מצאו הבדלים בין החברה החרדית לחברה החילונית. במחקר הראשון נבחנו הציפיות המקצועיות של בנות חרדיות וחילוניות לקויות שמיעה בהשוואה לחברותיהן השומעות. במחקר השתתפו 81 בנות בגילאי תיכון (גיל 14-18 ש') שנחלקו לארבע קבוצות בנות עשרים בנות כל אחת: בנות חרדיות עם לקות בשמיעה, בנות חילוניות עם לקות בשמיעה ושתי קבוצות תואמות ובהן בנות ששמיעתן תקינה. לכל הבנות הועבר שאלון פרטי רקע, שאלון דימוי עצמי ושאלון ציפיות בבחירת מקצוע.

המחקר השני בחן את העמדות של האוכלוסייה החרדית (הליטאית) כלפי לקויי שמיעה בהשוואה לעמדות האוכלוסייה החילונית. במחקר השתתפו 80 נבדקים מבוגרים בגילאי 25-45 ש': 40 חרדים ו-40 חילונים. כל קבוצה כללה 20 גברים ו-20 נשים. המשתתפים העריכו את היכולת המקצועית של לקויי שמיעה (הן נשים והן גברים) בעזרת שאלון ציפיות מקצועיות. בנוסף ענו הנבדקים על שאלון עמדות כלפי לקויי שמיעה.

ממצאי המחקרים מצביעים על הבדלים מובהקים הן בין הציפיות של בנות לקויות שמיעה מהחברה החרדית לבין בנות מהחברה החילונית והן בהבדלים בעמדות בין החברה החרדית והחילונית כלפי אנשים עם לקות בשמיעה בתחום התעסוקתי ובתחום החברתי.

מן הממצאים עולה חשיבות התערבות צוות רב מקצועי בשיקום אוכלוסייה לקוית שמיעה הכוללת הכוונה והכנה מקצועית על מנת לאפשר את שילובם בחברה ובשוק העבודה תוך רגישות למגזר של הפרט.

התפתחות יכולת נארטיבית אצל ילדים צעירים דוברי עברית כשפה שנייה: הבטים לשוניים ומבניים

ג'ודי קופרסמיט, מכללה אקדמית הדסה, אוניברסיטת חיפה ומכללה אקדמית אל-קסמי, רחל יפעת, החוג
להפרעות בתקשורת, אוני' חיפה ושושנה בלום קולקה, החוג לתקשורת, האוני' העברית.

Storytelling requires the contextualization of language forms into a coherent and cohesive discourse frame, involving parallel cognitive and linguistic processes (Hickmann, 2004; Karmiloff-Smith, 1985). Recent developmental research has revealed a common developmental pattern towards increasing cohesion and coherence in monolingual children's narratives across languages (Berman & Slobin, 1994). However, little is known about the interaction between these two domains of discourse construction in a bilingual situation, where a gap may exist between socio-cognitive and linguistic abilities. In order to address this question, we analyzed 34 picture-based narratives elicited from sequential bilinguals acquiring Hebrew as L2 at two times -- ages 6 and 8. Narratives produced in Hebrew as L1 by a group of age-matched children served as control.

The analysis considered different measures of narrative development at the macro and micro levels of analysis, revealing more similarities between the groups in the first level. Focus on the linguistic encoding of the narrative episode reflected the interface between coherence and cohesion, as expressed in different types of causal relations: psychological, motivational, enabling and physical (Trabasso et al., 1989; Trabasso & Nickels, 1992). In this particular story, mention of spatial relations involving figure, ground, path and motion (Talmy, 2000) were crucial in the expression of causality. Due to this complexity at the macro-level of episode organization, we expected that the linguistic expression of discourse-internal relations could be challenging for younger children in general and for Hebrew L2 children in particular, who have emergent linguistic resources. Nevertheless, results showed a similar pattern of episode organization in monolingual and bilingual narratives. At age 6, psychological and physical relations were the most frequent, driven by perceptual saliency at the isolated pictures, and expressed by modal verbs (e.g. 'want') and verbs of voluntary motion (e.g., 'jump'), with high reliance on local, temporal chaining of the events. At age 8, motivational and physical relations became more integrated and expressed by different linguistic configurations at the

lexical and syntactic levels, reflecting a tighter connection between the events in the narrative, although certain relations had to be inferred. However, among speakers of Hebrew as L2 cohesiveness developed differently as compared with native speakers at both ages, particularly in the use of connectivity devices and referential chains via lexical NP's and pronouns.

The study suggests a differential path of development for cohesion and coherence for young Hebrew L2 speakers and it pinpoints specific L2 difficulties in the acquisition of text-embedded language skills. It underscores the need to analyze linguistic structures in relation to their role in connecting narrative events in order to shed light on the interacting cognitive and linguistic development in monolingual and bilingual children.

References

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דו-לשוניות ודו-ערוציות: הדו-לשוניות המיוחדת של אנשים חרשים

עירית מאיר, אוניברסיטת חיפה

אנשים חירשים שמתמשים בשפת הסימנים הם בדרך-כלל דו-לשוניים: הם משתמשים בשפת הסימנים לתקשורת בתוך קהילת החירשים, ובשפה הדבורה לקריאה ולכתיבה וכן לתקשורת עם אנשים שומעים. אך דו-לשוניות דו-ערוצית זו מאפשרת גם צורת תקשורת המשלבת את שתי השפות בו-זמנית: עברית מסומנת (או עברית נתמכת סימנים). צורת תקשורת זו שונה בהיבטים מהותיים משתי השפות שמהן היא יונקת. בנוסף, אין צורה אחידה להפקת עברית מסומנת. כתוצאה מכך ילדים חירשים נחשפים למערכות תקשורת מרובות ולקלט לשוני בלתי עקבי. ההרצאה תעסוק באפיון צורות התקשורת השונות והמצבים הלשוניים שילדים חירשים נתונים בהם. כמו-כן נתייחס גם למצב הלשוני המורכב של ילדים חירשים בקהילות דוברות ערבית.

שימוש בשאלון ההורים BIPAQ כמסייע לאבחון יכולת שפתית אצל ילדים דו-לשוניים

הדר עוז, אוניברסיטת בר-אילן ומכון "קשת"

ילדים דו לשוניים רבים מופנים לקלינאי תקשורת עקב קושי/איחור ברכישת השפה העברית. גננות, מורות והורים מודאגים נוהרים לקבלת ייעוץ ועזרה אך האם התערבותנו תמיד נחוצה? אבחון יכולת שפתית אצל ילדים דו לשוניים מהווה אתגר מקצועי מכמה סיבות: בראש ובראשונה אי יכולתנו לבדוק את שפת האם של הילד ושנית, חוסר מידע בנוגע לתשומה הלשונית של הילד, יכולותיו הלימודיות והקוגניטיביות, אבני הדרך ההתפתחותיות ועוד. האתגר שבתהליך האבחוני מוביל באופן בלתי נמנע לאבחון לא מדויק של לקות שפה אצל ילדים דו לשוניים (Genesee, Pardis & Crago, 2004) וכאן נשאלת השאלה כיצד להתגבר על קשיים אלו וכיצד להשיג את המידע הדרוש לאבחון מדויק ומהימן.

פתרון אפשרי לאבחון ילדים דו לשוניים הוא אבחון בשפת האם ובשפת המקום כאשר זוהי ההמלצה הרשמית מאגודות קלינאי התקשורת ברחבי העולם. יחד עם זאת פתרון זה אינו מעשי או מציאותי בישראל כיום עקב חוסר באבחונים בשפת המקור וכמות מעטה של קלינאיות תקשורת דוברות שפת המקור ביחידת האבחון. פתרון נוסף ומעשי הוא שאלון להורי הילדים הדו"ל שיספק את המידע החסר לו אנו זקוקות בכדי לאבחן לקות שפה באופן מדויק ובזמן אמת.

שאלון ה-BIPAQ פותח והותאם לשימוש בישראל ונסמך בחלקו על שאלון ה-ALDeQ שפותח בקנדה, תוקנן והוכח כמבחין בין לקות שפה לרכישת שפה שנייה (Paradis et al. 2010). שאלון ה-BIPAQ מכיל מספר חלקים המספקים מידע דמוגרפי, רקע התפתחותי, יכולת שפתית בשפת האם ובעברית, יכולות למידה כלליות, כמות ואיכות החשיפה לעברית ואף הזהות האתנית של הילד והוריו. השאלות והמידע הנאסף בראיון עוסקים בתחומים המבדילים בין ילדים לקווי שפה לילדים בעלי התפתחות שפה נורמטיבית וזאת בכדי לאפשר לאנשי המקצוע להבחין בין לקות שפה לרכישת שפה שנייה, העברית. במסגרת תהליך המחקר והתקנון של שאלון ה-BIPAQ בישראל, הועבר השאלון להוריהם של ילדים בגיל הגן שהופנו לקלינאית תקשורת והראו איחור משמעותי בשפה העברית על פי אבחונים פורמליים (גורלניק, 1995; כצנברגר, 2009). ממצאי השאלון והשוואתם להערכת קלינאית התקשורת המטפלת לאחר מספר חודשי טיפול הראו כי יותר ממחצית מהילדים אינם ילדים לקווי שפה. מידע על הרקע ההתפתחותי ויכולות הלמידה של הילד היוו מדדים מבחינים משמעותית בין לקות שפה לתהליך רכישת שפה שנייה. כמו כן, המידע המפורט על כמות ואיכות החשיפה לעברית הוכח כמשמעותי לתהליך האבחון ולפרוגנוזה הטיפולית.



בבליוגרפיה:

Genesee, F., Paradis, J., & Crago, M. (2004). *Dual language development and disorders: A handbook on bilingualism and second language learning*. Baltimore, MD: Brookes.

Paradis, J., Emmerzael, K., & Sorenson Duncan, T. (2010). Assessment of English Language Learners: Using Parent Report on First Language Development. *Journal of Communication Disorders*, 43, 474-497

תקצירי פוסטרים

Wh-Questions and Relative Clauses in Bilingual Children with Typical Language Development

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The present study investigates the acquisition of questions and relative clauses in L2 Hebrew by 35 English-Hebrew sequential bilingual children with typical language development (TLD), ages 4;4-5;4 (younger) and 5;5-6;4 (older), compared to 20 Hebrew-speaking age-matched monolinguals with TLD. The SBC were exposed to Hebrew for at least 1;6 years. The study focused on their production of subject and object Wh-questions and relative clauses. Wh- questions were also tested for comprehension examining both who and which questions. The comparison between the performance of the bilinguals and the monolinguals in the production tasks showed that bilinguals performed similarly to monolinguals. Their levels of success in these tasks did not yield differences in producing both the subject (who) and the object (who) questions as well as the subject and object relative clauses. No difference was found in the error analysis either.

In contrast to the production tasks, the questions comprehension task presented different achievements between the younger groups of bilinguals and monolinguals. While object which questions were most difficult for all participants, differences were found in the comparisons of the younger groups, where the younger monolinguals had a significant advantage over the bilinguals in comprehending object who questions (76.9% vs. 59.06%). Furthermore, while differences between subject and object questions among the younger monolinguals were manifested only when which questions were involved (70% for object which vs. 93% for subject which), both older and younger bilinguals found object questions (who and which) more difficult than the parallel subject questions (a total of 53% for object which vs. 93.14% for subject which, and 71.6% for object who vs. 95.42% for subject who).

To conclude, while production did not differentiate between bilinguals and monolinguals, questions comprehension yielded difficulties for the bilinguals, with a bigger gap among the younger groups which can be attributed to limited exposure.

Use of Discourse Markers in Narratives of Russian-Hebrew Preschool Children

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University

The study reports on the acquisition and use of three types of discourse markers: discourse connectors (DCs), fluency markers (FMs) and pragmatic markers (PMs) in the context of familiar and unfamiliar narratives produced by Russian-Hebrew preschool children.

Fifty-four children ages 4;4-7;0 (M=5;7) from Russian speaking homes and Hebrew-speaking preschools participated. Three narratives (two familiar and one unfamiliar) in each language were elicited using wordless picture book stimuli.

Findings showed that children initially acquire text-structuring DCs, with FMs and PMs appearing later. DCs were produced by all children in both languages. Most frequent DCs used were: i 'and' a 'and/but', a potom 'and then' in Russian and ve 'and' axar-kax 'and then', ve az 'and so' in Hebrew. FMs were used by 85.2% of the children in L1/Russian and by 68.5% in L2/Hebrew, with uh, eta 'this' emerging as most frequent in Russian and uh, um as most frequent in Hebrew. A similar cross-linguistic pattern emerged for PMs (88.9% in L1/Russian and 77.8% in L2/Hebrew) with uzhe 'already' and tozhe 'too' showing the highest frequencies in Russian and kvar 'still' and gam 'also' in Hebrew.

Findings for DC acquisition conform with Bloom et al.'s (1980) acquisition pattern for monolingual English-speaking children: Additive < Temporal < Causal < Adversative. In both languages appropriate use of temporals was documented, but use of causals and adversatives was lower in L1 and L2.

The most salient cross-linguistic differences emerged from an analysis of DM density, defined as a percentage of DMs per number of tokens. DM density was observed to be significantly higher in L1/Russian in comparison with L2/Hebrew for all three types of DMs. L1-L2 differences are discussed in light of L1 production difficulties/attrition and pragmatic shift in language dominance.



Selected References:

Bloom, Lois, Margaret Lahey, Lois Hood, Karin Lifter & Kathleen Fiess, (1980). Complex sentences: Acquisition of syntactic connectives and the semantic relations they encode. *Journal of Child Language*, 7, 235–261.

How do Bilinguals Perform on Inhibition and Shifting?

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Introduction: Language proficiency (LP) is defined as the bilingual's linguistic competence as determined by standardized measurements - the CELF-2 preschool (2004) for English and Goralnik (1995) for Hebrew. Executive control (EC) is the degree of the ability to perform on cognitive executive functions tasks such as inhibition (filter deliberately distracting information held in Working Memory) and shifting (switch attention back and forth between mental sets; e.g., Baddeley, 1996).

Researchers have shown that children with SLI seem to exhibit some cognitive deficits even when no language is involved (e.g., Ullman & Pierpont, 2005). Moreover, children with SLI have reduced cognitive resources to allocate to ongoing processing (e.g., Johnston, 1994). Bialystok (2001) proposed that a special control mechanism is developed in highly proficient bilinguals, which gives them an advantage in general switching and inhibition.

Method: The current study explored the relationship between LP and EC and compared the performance of 39 (M=5;8) sequential bilingual (English-Hebrew) children on performance on tasks which involve shifting (classification task) and inhibition (embedded figures task). The children were classified as follows: (a) 14 BTB (high-balanced) typically developing bilingual children; (b) 8 HTD (Hebrew dominant) children; (c) 12 ETD (English dominant) children; and (d) 5 bilingual children with SLI (low-balanced).

Results and discussion: A positive relationship between LP and shifting abilities was found, pointing to lower performance in shifting abilities among children with SLI who have lower proficiency in both languages possibly since children with SLI exhibit cognitive deficits even when no language is involved and since highly proficient bilinguals develop a specific language mechanism allowing them to process both languages flexibly. The findings also show that the advantage observed among typically developing monolinguals compared to monolinguals with SLI in terms of inhibition, is not evident among bilingual children, probably since bilingualism contributed to narrowing the gap between bilingual typically developing children and bilingual children with SLI. The findings also show that the main cut off point is between children with SLI and all other bilingual children with typical language development, whether highly balanced or not, lending empirical support to the

theoretical notion that a bilingual child can be diagnosed with SLI only if he/she is impaired in both languages. The findings also point to a distinction in terms of shifting abilities between bilingual children who already mastered their L2 and those who are still in the process of acquiring the new language, suggesting that the better one is at shifting, the easier it is to master the second language. No relationship was found between language attrition and the executive functions tested, suggesting that attrition is not necessarily related to cognitive abilities, but rather to sociolinguistic factors.

References

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Fluency and Proficiency in the Narratives of Sequential Bilingual Children

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The study investigated L1-L2 differences in language proficiency/dominance and speech fluency in Russian-Hebrew bilingual children. Narratives (familiar/unfamiliar) were elicited from 54 Russian-Hebrew bilingual children ages 4;10-6;1. Proficiency was assessed by non-word repetition, sentence imitation probing prepositions, verb inflections, complex syntactic structures and a sentence completion task probing verb inflections in both L1 and L2. Based on L1/L2 performance, children were classified as: High-balanced bilinguals, L1- dominant, L2-dominant, or low-balanced. Speech fluency was examined using four indicators: pauses, filled pauses, repetitions, and substitutions.

Significant correlations were found between fluency and proficiency ($r = -0.402$, $p < .005$) for L2/Hebrew but not for L1/Russian. More specifically, L2 fluency improved with increased proficiency, but L1 fluency was weaker and did not correlate with L1 proficiency. In terms of language dominance, the frequency of filled pauses in L2/Hebrew was higher in the L1-dominant group and lower in the L2-dominant group.

These results show support to L1 fluency research (Rispoli, 2003; Rispoli and Hadley, 2001) which found that pauses and filled pauses decrease with growing linguistic proficiency, but leave open the question as to why L1 fluency of the bilinguals in this study was more limited.

The different patterns in the two languages are discussed in terms of attrition, transfer, and the independence of fluency phenomena and proficiency. L1 may not show improvement either because it is attriting or because sequential bilinguals are devoting resources to acquiring L2. In either case, fluency indicators seem not to be transferred from L1 to L2 and represent language-specific phenomena.

Codeswitching Costs in Typical and Impaired Language Development

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Joel Walters, Bar-Ilan University

It is generally accepted that codeswitching (CS) incurs a cost in terms of processing time and errors (e.g. De Groot, 2011). The aim of this paper is to present the design, method and preliminary results of a study examining this issue in bilingual children with typical and impaired language development. English-Hebrew sequential bilingual children performed a sentence repetition task involving sentences manipulated for: the direction of the codeswitch (English-to-Hebrew/ Hebrew-to-English), locus (NP-subj/ NP-obj); part of speech (noun/verb) and semantic predictability of the code switched item (constrained/unconstrained).

Based on the small but growing literature on the interface of bilingualism and language impairment (Iluz-Cohen & Walters in press; Cleave, Girolametto, Chen & Johnson 2010; Gutierrez-Clellan, Simon-Cereijido & Erickson Leone 2009) and the unique characteristics of sequential bilinguals in Israel, we hypothesize: 1) Children with typical language development (TLD) will perform differently than those diagnosed with language impairment in both languages. 2) Participants will perform better on sentences codeswitched from English-to-Hebrew than from Hebrew-to-English. 3) Codeswitching involving NP-objects will elicit better performance than those involving switches of NP-subjects in particular in children exposed to a high level of CS.

Accuracy of full sentence repetition, of codeswitched constituents and errors will be examined. Preliminary findings will be discussed in terms of processing costs and their nature and whether or not the patterns for children with TLD and children with SLI differ. Codeswitching costs will be discussed as a potential clinical marker for SLI.

Language and Identity: Attitudes among English-speaking Pre-school Children in Israel

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Joel Walters, Bar-Ilan University, waltej49@gmail.com

Hypotheses: This research explored the relationship between identity and language acquisition among English-speaking preschool children in Israel living in a community in which the majority of residents are English speaking immigrants. It was expected that greater length of exposure (LoE) to Hebrew would correlate with higher performance on Hebrew standardized tests, and that greater exposure to Hebrew and greater proficiency in Hebrew would correlate with positive attitudes toward Hebrew speakers, and the children's Israeli identities. Measures of performance in the area of English syntactic structures were expected to negatively correlate with LoE to Hebrew.

Methods: 24 L1 English-speaking preschool children (4-6 years old, 30.05 months average LoE) participated in several sessions in English and Hebrew. Linguistic data included standardized and non-standardized language tests in both languages. Children also participated in sociolinguistic interviews during which they discussed their attitudes toward both languages, speakers of both languages, and their ethnolinguistic identities.

Results: Length of exposure to Hebrew did not correlate with either greater Hebrew language proficiency or with positive attitudes toward Hebrew and English speakers. The children with greater proficiency in Hebrew did not report more positive attitudes toward Hebrew than those with more limited Hebrew proficiency. Length of exposure to Hebrew did correlate negatively with greater morphosyntactic errors in English.

Conclusions: English retains very strong ethnolinguistic vitality among the research participants. They demonstrated greater proficiency in English than Hebrew, and rated themselves more proficient in English. Despite expressions of negative attitudes towards Hebrew, they identify themselves as bilinguals and Israelis.

The Impact of Culture on the Retention and Organization of Information: A Developmental Perspective

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Background: Researchers have long noted that individuals from individualistic cultures show a disposition to think in taxonomic categories, whereas individuals from collectivistic cultures manifest a propensity to think in thematic relations.

Objective: Examining whether culture preferences and/or level of education modify reliance on taxonomic or thematic knowledge for the recall and organization of concepts.

Methods: Two research paradigms were used: (1) a serial recall task and (2) an item clustering task, with both tasks manipulating experimental stimuli along a taxonomic/thematic dimension.

Participants: Participants were 120 students equally divided into three levels of education (elementary-school, high-school, university). Sixty of them were sampled from a Jewish urban population representing a predominantly individualistic society and the remainder from an Arab urban population representing predominantly collectivist society.

Results: Experiment 1 revealed that – contrary to a currently widely held theory – culture per se does not seem to foster propensities toward utilizing particular memory strategies. This was true regardless of the participants' grade-level. Experiment 2 revealed a marked propensity to organized information according to thematic rather than taxonomic relations. Interestingly, this preference was significantly more emphasized for Arab participants who came from a collectivist background.

Conclusions: Our study sheds light on questions related to the impact of cultural and developmental differences on the processing of information. It suggests that although culture seems to bias information processing to some degree, its final impact is overshadowed by and interacts with other dominant factors such as the way information is structured, differences in language/orthography, as well as maturation.

Challenges in the Acquisition of Reading in Arabic: Linguistic and Didactic Aspects

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The Arabic language presents the first grade learner with unique difficulties when s/he begins the acquisition of the reading skill. The difficulties derive from features of the Arabic language, especially:

- 1) Its diglossic nature
- 2) The orthographic depth of its writing system
- 3) The visual complexity of the Arabic letters

Often, a fourth element further aggravates the difficulties – the socio economic background of the learners might be low, resulting in only limited exposure to the written language in the home prior to attending school (linguistic risk).

Accumulative data have indicated significant gaps between the acquisition of the reading skill by Arab and Jewish students in the Israeli school system. Any curriculum or teaching program intended to cope with the difficulties mentioned above requires careful planning in terms of the linguistic and the didactic specifications. The presenter of this paper investigated innovative teaching approaches to the development of the reading skill in Arabic among learners from low socio-economic background in her doctoral thesis (Makhoul, 2006).

The presentation proposed here will describe a special project "Arabic is our Language", which was developed by the Arabic section at CET (Center for Educational Technology). The pedagogical considerations underlying this project will be presented with accompanying research. A key element in this project is the combination of phonological aspects with contextual comprehension, in light of the pedagogical-educational environment investigated in the presenter's post- doctoral research.

The discussion presented will also relate to different adjustments made in two different interactive programs for children with linguistic risks.

יום שני, י"ד בטבת תשע"ב 9.1.2012 אולם גוטסמן, מכללה אקדמית הדסה, רח' הנביאים 37 הפרעות שפה בקרב מבוגרים רב-לשוניים	
התכנסות, רישום ומושב פוסטרים	16:00 – 15:30
דברי ברכה	16:10 – 16:00
הענקת תעודות הוקרה לפרופ' מרים שלזינגר ודפנה אולניק על תרגום והתאמת הספר "המדריך לשבץ מוחי ואפזיה" לעברית ולערבית	16:20 – 16:10
פרופ' מרים שלזינגר, אוניברסיטת בר-אילן ודפנה אולניק, קלינאית תקשורת M.A., מכללה אקדמית הדסה: על הספר "המדריך לשבץ מוחי ואפזיה" והתאמתו לעברית ולערבית	16:55 – 16:20
פרופ' מירה גורל, Lehman College and CUNY Graduate Center "טיפול באפזיה בקרב רב-לשוניים"	17:45 – 16:55
הפסקת קפה ומושב פוסטרים	18:15 – 17:45
דר' כרמית אלטמן, אוניברסיטת בר אילן, מכללה אקדמית הדסה פרופ' מירה גורל, Lehman College and CUNY Graduate Center דר' אריקה לוי, Teachers College, Columbia University "ניתוח אינטגרטיבי של נארטיבים באפזיה רב-לשונית"	18:45 – 18:15
דר' אביה גביעון, הקריה האקדמית אונו, מרכז רפואי רעות ואוני' תל-אביב: "מודעות להבדלים בין לשוניים בתהליכי אבחון והתאמתו משפה לשפה"	19:15 – 18:45
פרופ' מרים שלזינגר, אוניברסיטת בר-אילן: "המחסום הלשוני במהלך אבחון – המתורגמן כשותף"	19:50 – 19:15

תקצירי הרצאות

טיפול באפזיה בקרב רב-לשוניים

מירה גורל, Lehman College and CUNY Graduate Center

This talk presents data from aphasia treatment with bilingual and multilingual speakers and addresses the question whether current neurolinguistic and psycholinguistic theories of multiple language representation and processing account for the findings observed.

Implications for clinical practices will be addressed.

ניתוח אינטגרטיבי של נארטיבים באפזיה רב-לשונית

Carmit Altman^{1,2}, Mira Goral³ and Erika Levy⁴

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³Lehman College and CUNY Graduate Center

⁴Teachers College, Columbia University

Amid robust evidence for the efficacy of language treatment in aphasia, equivocal results have been reported for the generalization of treatment effects to items and tasks not practiced during therapy. Moreover, measuring generalization using functional language production has proven challenging. In this paper we analyzed four domains – discourse structure, sentence structure, instances of dysfluency, and lexical choice – in narratives produced following treatment to assess aphasia treatment generalization within and across languages. Two treatment phases were administered to a trilingual speaker with mild, chronic non-fluent aphasia, targeting language production. Testing was administered prior to and following each treatment phase and included elicited narrative production. The results demonstrated treatment-related changes in the treated language as well as in the non-treated languages. Positive change was found in narrative structure and in sentence grammaticality. A trade-off pattern between grammaticality and fluency was evident, with higher proportions of grammatical sentences associated with increased dysfluency. Within-language and between-language generalization was observed, especially following the first treatment phase, which targeted morphosyntactic structures. We argue for the importance of an integrated analysis of connected language production in the assessment of aphasia treatment efficacy

מודעות להבדלים בין לשוניים בתהליכי האבחון והתאמתו משפה לשפה

אביה גביעון הקריה האקדמית אונו, מרכז רפואי רעות, מעבדת שפה ומח אוניברסיטת ת"א

שפות נבדלות זו מזו מבחינה פונולוגית, לקסיקאלית, מורפולוגית, תחבירית ואורתוגרפית. הבדלים אלו מכתיבים הבדלים גם באופן בו לקויות השפה השונות באות לידי ביטוי. יתר על כן קיימות לקויות אשר בולטות יותר בשפות מסוימות ביחס לשפות אחרות. עברית, בשל המבנה המורפולוגי הייחודי שלה ובשל היותה שפה עם אורתוגרפיה עמוקה ושונה, היא שפה אשר מובנים רבים מאתגרת במיוחד ביחס לשפות אחרות.

התהליך האבחוני הוא מצב בו המטופל נדרש לבצע מטלות מגוונות במטרה לבחון האם קיימת לקות, מהי טיבה ומידת חומרתה. לשם כך האבחון חייב להכיל גירויים ומטלות רגישים ליכולת הנבדקת, גם עבור מצבים בהם הלקות היא קלה יחסית. יתר על כן האבחון אמור גם להיות רגיש להבדלים תרבותיים הקיימים בין נבדקים במדינות ובתרבויות השונות. בארץ קיים שימוש מגוון בכלים מקוריים, וכן בכלים שעברו התאמה משפות אחרות. על מנת שהכלי האבחוני יוכל לשמש כאמצעי מבחין יעיל ורגיש לשפה הנבדקת, יש חשיבות, בעיקר בתהליך ההתאמה משפה לשפה, לקחת בחשבון את אותם ההבדלים הקיימים בין השפות והתרבויות.

במסגרת ההרצאה יסוקרו מספר מאפיינים בולטים בתחומי שפה, קריאה וכתובה, אשר ייחודיים לעברית. יובאו דוגמאות למשמעות של הבדלים אלו בבחירת כלי האבחון המתאימים. במהלך ההרצאה יודגמו ההבדלים והיישומים של ההבדלים הללו באמצעות דוגמאות מכלים אבחוניים אשר עברו תהליך התאמה לעברית.

המחסום הלשוני במהלך אבחון – המתורגמן כשותף

מרים שלזינגר, המחלקה לתרגום וחקר התרגום, אוניברסיטת בר-אילן

ב-9 באוקטובר 1997, הגישו שלושה אזרחים חרשים במחוז בריטיש קולומביה (קנדה) תביעה נגד ממשלת המחוז, בטענה כי נבצר מהם לקבל טיפול רפואי הולם, בשל חוסר יכולתם לתקשר באנגלית דבורה. בית המשפט פסק כי היה על הממשלה להנגיש את שירותי הבריאות לאוכלוסיית החרשים, וכי ההימנעות ממתן שירותי תרגום היה בה משום הפרת זכויות יסוד. בהמשך, קבע נציב זכויות האדם במחוז כי יש לתת מענה גם למצוקתם של מיעוטים לשוניים אחרים, ובהם מהגרים ומיעוטים ילידיים שאינם שולטים באנגלית או בצרפתית. לדבריו, חובה על המדינה למצוא פתרון מערכתי לסוגיית ההנגשה הלשונית, ויש לראות את ההתמודדות עם המחסום הלשוני-תרבותי כחלק מאסטרטגיה כוללת במתן שירותים בסיסיים בחברה רב-לשונית ורב-תרבותית. גם בישראל, כמו ברוב ארצות המערב, חיים אנשים רבים – עולים, מהגרי עבודה, פליטים ואנשים חרשים – שאינם דוברים את שפת הרוב, והפער הלשוני מפחית לעתים מסיכוייהם לזכות בשירות רפואי שווה לזה הניתן לדוברי העברית. בשלוש השנים האחרונות חל שיפור משמעותי בהתייחסותם של מוסדות הרפואה לסוגייה זו: בין היתר, נפתחו מספר מוקדים טלפוניים המעניקים שירותי תרגום למטפלים ולמטופלים, ובתי-חולים אחדים אף החלו מעסיקים "מתורגמן-בית" (בדרך-כלל, בשפה הערבית). אולם ברוב המוסדות, הפתרונות עודם אקראיים, והתרגום – אם קיים – מתבצע על-ידי אנשים אשר לא הוכשרו לכך.

ההרצאה תציג סוגיה זו בהקשר של בדיקות דיאגנוסטיות שונות המתבססות על השפה עצמה, המשמשות עובדות סוציאליות, קלינאיות תקשורת, מרפאות בעיסוק וכו' לצורכי הערכה תפקודית, קוגניטיבית ורגשית (Isaac 2005) – "אמור לי שמות של שלוש חיות שמתחילות באות חי"ת"; "מה פירוש הפתגם 'לא כל הנוצץ זהב הוא'?" "איזו מילה מתחרזת עם 'חלון'?" וכו'. נדון במורכבות עבודתו של המתורגמן במצבים אלה ובהתלבטות לגבי מהות התפקיד וגבולותיו, כאשר תפקיד זה כולל לעתים מאפיינים (רצויים ולא רצויים) של "מאבחן-שותף" (Davidson 2000, Hsieh 2006) ומצריך ידע לשוני ומטא-לשוני ניכר. בהמשך נדון בדרכים ליעול שיתוף הפעולה עם המתורגמן כדי שהבדיקות המועברות לשפה אחרת תהיינה יעילות.

בבליוגרפיה:

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תקצירי פוסטרים

Effects of Anxiety on Language Performance in Individuals with Chronic Aphasia: Implications for Bilingualism

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Medicine

The effects of anxiety on language performance in people with chronic aphasia are currently understudied, despite anecdotal observation about its impact on patients' word-finding attempts. In many ways these resemble those of second-language learners. The present study explores how anxiety affects individuals with aphasia as they perform language and cognitive tasks, asking how the findings may pertain to bilinguals. Cahana-Amitay et al., (2011) propose that language use is a stressor in aphasia, leading to anxious psychological and physiologic responses, termed "linguistic anxiety," that adversely affect language performance beyond the effects associated with the damaged language networks. In this emotional state, people with aphasia are assumed to be preoccupied by the imminence of language breakdown, and consequently allot attention resources that would otherwise be dedicated to processing task-relevant information to suppressing their "linguistic anxiety." The question addressed here is whether the effects of "linguistic anxiety" are more noticeable when task demands are linguistic compared to non-linguistic.

Data were collected from two participants with mild-to-moderate aphasia. Anxiety was assessed as participants performed standardized linguistic and cognitive tests, using non-verbal self-reports and physiologic measures. Measures were taken at baseline and immediately following each task. Results show that non-verbal anxiety ratings and physiologic measures increased during language but not cognitive testing, suggesting a stronger effect of "linguistic anxiety" on language-based tasks. These results have implications for the study of bi/multilingual aphasia, where patients' "linguistic anxiety"



(fear of language breakdown might be linked to L2-related factors, such as level of L2 proficiency, in addition, to their aphasia.

Anchoring to Sound Statistics and Aptitude for Foreign Language Acquisition

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One of the prominent characteristics of dyslexic individuals is lower aptitude for acquiring foreign languages. Ahissar et al. (2006) proposed that dyslexics' reading difficulties stem from impaired ability to implicitly learn ("anchor to") regularities of sound sequences. We now asked whether variability in auditory anchoring abilities, measured with 2 tone frequency discrimination (FD) tasks, can account for variability in aptitude for foreign language acquisition in the general population. We recruited native-English speakers ($N = 34$; age = 21.68 ± 3.88 years), who came to the Hebrew University's Ulpan for an intensive Hebrew course and had no prior knowledge of Hebrew. We used tasks measuring 2-tone FD abilities, spatial reasoning, word reading and phonological awareness abilities in subjects' native language (English – L1). In addition subjects were tested with a standard Hebrew exam at the end of an intensive 200 hours Hebrew course. We found that their final grade in the Hebrew exam was correlated with 4 types of measures: general cognitive abilities, 2-tone frequency discrimination, single-word reading rates and non word reading errors in L1. Specifically, to better assess which aspect of sensitivity to sound is relevant to Hebrew acquisition, we used four FD protocols which varied in anchoring difficulty to repeated frequencies. The correlation with the Hebrew grade was attained only for the difficult anchoring protocol, suggesting that anchoring to sound statistics (frequency regularity in our assessments) is indeed a relevant parameter for predicting aptitude for Hebrew acquisition.

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What Affects Bilinguals' Performance on the Boston Naming Test?

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(Originally presented at CUNY Student Research Day, April, 2011)

Various investigations have suggested that being bilingual offers an advantage for younger and older individuals. According to the evidence, bilinguals outperform monolinguals on certain cognitive tasks that assess executive functions (e.g., inhibition, monitoring). Contrastively, when the performance of bilinguals and monolinguals is compared on linguistic tasks (e.g., naming tests), monolinguals present with an evident advantage. For example, on naming tasks, such as the Boston Naming Test (BNT), monolinguals respond faster and label more items than bilinguals. It has been hypothesized that monolinguals outperform bilinguals because monolinguals use and practice only one language; as well, the discrepancy may be due to test limitations.

As part of a larger study, data were collected from 120 Spanish-English bilinguals performing on the BNT in both English and Spanish. Participants ranged in age from 50 to 84 and in ages of English (L2) acquisitions from 2 - 56. We examined the relations between accuracy and self-reported language proficiency, age of acquisition, and language use. We further asked: Which items elicited a correct response in each language or in both? Did certain people consistently retrieve certain items and not others? And what other test-related factors affected performance (e.g., frequency, cognate status)?

Frequency and Word-Length Factors and Lexical Retrieval in Sentence Production in Aphasia

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(Originally presented at the Academy of Aphasia, October, 2010)

Measuring retrieval difficulty during connected-speech production is challenging, especially when the target word is not pre-determined. We examined the efficiency of word-retrieval in sentence context by measuring latencies of pre-noun pauses, asking whether word-length and frequency contribute to pre-retrieval pauses in mild nonfluent aphasia.

A 49-year-old right-handed trilingual Hebrew–English–French speaker was tested 7-years post a left CVA resulting in a large fronto-temporo-parietal lesion. His Hebrew recovered better than the other two languages (despite infrequent use) and his French recovered least (despite high proficiency and frequent use). His word-finding abilities were good in isolation but he experienced difficulty retrieving words in discourse.

Sixty pictures from the Sentence Production Program for Aphasia (SPPA; Helm-Estabrooks & Nicholas, 2000) were used to elicit sentence pairs. For each noun, we measured the pause duration (up to a hundredth of a second) between the beginning of the noun and the end of the word that preceded it. The participant rated the frequency with which he spoke and/or heard each of the nouns in each language.

A one-way ANOVA and post-hoc comparisons revealed that pause durations were longer in English than in Hebrew and French. Rated frequency was lower and words were longer in Hebrew than in English and French. For all three languages collapsed, longer words and less-frequent words were significantly correlated with longer pauses.

We conclude that the pre-noun pause-duration measure is likely a valid measure of word-retrieval difficulty during elicited production.

Codeswitching and Discourse Markers in Bilingual Aphasia: Indication of Impairment or Fluency?

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This paper investigated whether bilingual codeswitching (CS), the alternation between languages intra-sententially, and the use of discourse markers (DM), e.g. “well”, “like”, “sort of”, are indicators of impairment or fluency in bilingual individuals with diagnosed aphasia. What motivates CS from the preferred language to the less preferred language and vice versa is of interest from linguistic, social and psychological perspectives. The Sociopragmatic-Psycholinguistic model (Walters, 2005) is an integrative model that distinguishes between social, pragmatic, psychological and linguistic motivations for CS. Sociopragmatic CS is "goal-driven and motivated by identity as well as external, contextual factors" (pp. 14) while structural-psycholinguistic CS “stems from individual linguistic and mental factors" (pp. 14), due to word retrieval and fluency difficulties and/or higher frequency of parallel lexical items and phrases.

This study compared three healthy mature bilinguals' use of CS and DM with three age- and language-matched adults with mild-moderate aphasia. Participants were Yiddish/English, English/Hebrew, and Hebrew/English speakers, who were rated on a Likert scale by spouses or by themselves as moderately fluent in L2. Conversational discourse samples were collected via sociolinguistic interviews and recall of specific past memories with a cue word procedure (Schrauf & Rubin, 2000). Data analysis consisted of socio-linguistic and socio-psychological analyses of identity, and focused linguistic analyses of language behavioral data, using both qualitative methods (e.g. description of how CS and DM manifest with regards to: choice of language use, frequency of occurrence—how often, when, where (intrasentential (within utterance) vs. interactional), and in which linguistic categories) and quantitative methods (e.g. frequency of intrasentential vs. interactional CS and DM). As DM may be used for

fluency or other functions, e.g. contrast, causal connector, or emphasis, a close examination of features, like pauses, in the DM vicinity, were also taken into consideration. This was necessary in order to determine the true function of the DM, especially in the speech of individuals with aphasia.

Preliminary findings revealed that CS and the use of DM were more frequent in the discourse of people with aphasia than in the control group but that qualitatively, similar motivations were underlying their use. However, a trend was noted such that bilinguals with aphasia used CS primarily for structural-psycholinguistic motivations while the control group used CS for both structural-psycholinguistic and sociopragmatic motivations.