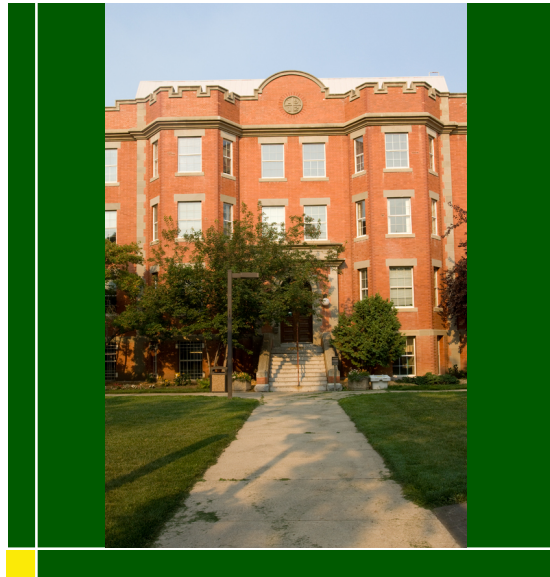


Researchers

Johanne Paradis (PhD, McGill University) is Professor of Linguistics at the University of Alberta and an Alberta Heritage Foundation Health Scholar. Paradis' research is focused on bilingualism and second language acquisition in children with typical development and children with language impairment. She has published numerous journal articles on French-English simultaneous bilingual children and on children learning English as a second language from immigrant families – English Language Learners. A primary focus of her research has been on how to discriminate bilingual/second language children with typical development from those with language impairment. Paradis is first author of the 2011 book, *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning* (2nd edition, Brookes Publishing). For more information, see <http://www.ualberta.ca/~jparadis>.

Phyllis Schneider (PhD, Northwestern University) is a Professor in the Department of Speech Pathology and Audiology. Much of her research has focused on the use of stories in assessment and intervention. For example, several studies examined the effects of the way stories are presented to children on the stories children tell or retell. Other work has focused on the use of stories in language intervention. Dr. Schneider and her colleagues developed an instrument to provide local norms for story development, the Edmonton Narrative Norms Instrument (ENNI). Materials for the study (6 cartoon picture sets) were designed by the research team and drawn by a professional cartoonist. Stories were then collected from a large sample of children aged 4-9, including children with language impairment. The ENNI is being used by researchers and clinicians around the world to investigate children's storytelling in a number of languages. The instrument is available for free distribution from the ENNI website (www.rehabmed.ualberta.ca/spa/enni).



Acknowledgements

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Child English as a Second Language Resource Centre

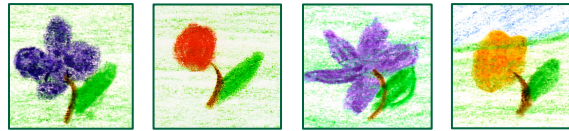
www.chesl.ualberta.ca



The CHESL Centre

www.chesl.ualberta.ca is the outcome of a research program designed to compile resources for assisting clinicians and educators in assessing the language development of children learning English as a second language.

- Approximately 15-30% of Canadian children in large urban centres have neither English nor French as their first language
- Language assessment resources are usually developed for English or French monolinguals
- The risk of over- and under-identification of language delays and impairment in ESL children is a well-known problem, and occurs mainly due to the absence of appropriate assessment resources
- Our objectives were to develop assessment resources that (1) are based on the linguistic performance of ESL children, not monolinguals, and (2) could be used with ESL children from diverse first language backgrounds



Who are the ESL children?

Outcomes are based on test results from 246 children learning English as a second language (ESL):

- 218 with typical development and 28 with language impairment
- 5 or 6 years old
- learning English for 4 months up to 3 ½ years at preschool/school
- residing in either Edmonton or Toronto, Canada
- with a variety of first language backgrounds

Note: ELL (English language learner) and EAL (English as an additional language) refer to the same children that we call 'ESL'.

What tests were used?

1. **Alberta Language Development Questionnaire.** Paradis, J., Emmerzael, K., and Sorenson Duncan, T. (2010). Parent questionnaire on child's first language development
2. **Comprehensive Test of Phonological Processing.** Wagner, R., Torgesen, J., and Rashotte, C. (1999). Pearson. Non-word repetition sub-test/verbal short term memory
3. **Test of Early Grammatical Impairment.** Rice, L. & Wexler, K. (2001). United States: The Psychological Corporation: A Harcourt Assessment Company. Screener subtest/verb morphology
4. **Edmonton Narrative Norms Instrument.** Schneider, P., Dubé, R.V., and Hayward, D. (2005). University of Alberta. Story-telling task with pictures/story grammar, sentence length and vocabulary diversity
5. **Peabody Picture Vocabulary Test.** Dunn, L. and Dunn, L. (2006). Pearson. Receptive vocabulary knowledge



What are the resources?

1. Information about tests/subtests used, time needed to administer and score them, links to download parent questionnaire and narrative task
2. Instructions and interpretation norms for the parent questionnaire
3. Instructions for recording, transcribing and analyzing narratives using free downloadable software
4. Information on the combinations of tests/subtests that effectively identify the ESL children with language impairment among the entire ESL group
5. On-line calculators for assessing the probability that an ESL child has language impairment

Test scores for an individual child can be entered, and the probability of that child having language impairment is calculated based on comparison with the ESL children from this research

6. Instructions on how to use the information from this website in an assessment report
7. FAQs about bilingualism, ESL development, and assessment
8. Recommended readings and relevant links

