



Bilingual Spanish/English Unique Story – Database Description

Databases	Context (Subgroup)	Age Range	Grade in School	# Samples	Location	Special Coding
Bilingual Spanish/English Unique Story	Nar (OFTM)	5;0 – 9;7	K, 1, 2, 3	475	TX & CA	SI, NSS

Participants

The Bilingual Spanish Unique Story and Bilingual English Unique Story databases consist of Spanish and English story **tell** (not retell) narratives from native Spanish-speaking bilingual (Spanish/English) speakers. These English language learners (ELLs) were drawn from public school ELL classrooms in urban Texas (Houston and Austin), border Texas (Brownsville), and urban California (Los Angeles). The participants were described as “typically developing” as determined by normal progress in school and the absence of special education services and reflect the diverse socio-economic status of these areas. Age, grade, and gender data is available for all participants, and mother's education is available for many.

Additional Inclusion Criteria

1. All participants were within the following age ranges.

Grade	Age Range
K	5;0 – 6;9
1	6;2 – 7;7
2	7;3 – 8;9
3	8;4 – 9;7

2. All participants were able to produce both Spanish and English narratives containing at least one complete and intelligible verbal utterance in the target language. Although the language samples may contain code-switched words (*English words in the Spanish samples or Spanish words in the English samples*), at least 80% of the words from each sample were in the target language.

Sample Elicitation

This task is a story **tell** (not retell) using the wordless picture book *One Frog Too Many* by Mercer and Marianna Mayer (1975). The protocol assumes that the target speaker has had experience **retelling** at least one other story. This is important because the story is not modeled for the speaker in this protocol. The speaker is simply shown the pictures and then asked to tell the story.

Refer to the [elicitation protocol](#) for details.

Comprehension Questions (optional)

Following the speaker's retell, you have the option of evaluating his/her understanding of the story by asking a series of comprehension questions. A description of the comprehension questions can be found on the SALT website at www.saltsoftware.com/products/elicitation-materials/comp-questions. The transcripts in these databases were not scored for comprehension.

Transcription Notes

The Spanish samples were transcribed by fluent Spanish speakers. The English samples were transcribed by fluent English speakers. Utterances were segmented into Modified Communication Units (MC-Units) as defined in the SALT documentation. MC-Units were developed specifically for these samples to account for the pronoun-drop nature of the Spanish language. All transcripts were timed. Pauses, within and between utterances, of two or more seconds in length, were marked in all of the English samples and half of the Spanish samples.

Coding Notes

- [EO:word] marks overgeneralization error
- [EP:word] marks pronoun error
- [EW] marks an extraneous or unnecessary word in the utterance that, if omitted, would make the utterance syntactically correct, e.g., C And he shout/ed and[EW] to the frog.
- [EW:word] marks other word-level error
- [EU] marks utterance-level error (*utterances with 3 or more errors*)
- [FP] marks filled pause words such as *like*, e.g., *You (like[FP]) get six card/s.*
- [CS] is a word code attached to all code-switched words (Spanish words in English transcripts or English words in Spanish transcripts).
- [I] is a word code attached to all imitations of vocabulary provided by the examiner.

The following codes were created to mark Spanish-influenced English:

- [WO] is an utterance-level code signifying words or phrases within an utterance which are out of order in Standard English. The content (semantics) of the utterance is correct; however the word order is awkward, e.g., C And then fall down the dog and the boy [WO].
- [F] was placed at the end of each utterance lacking a stated subject as a result segmenting utterances using MC-units.

Subordination Index (SI) and Narrative Scoring Scheme (NSS) Coding

All transcripts were hand-coded and scored for Subordination Index (SI) and Narrative Scoring Scheme (NSS) as defined in the SALT documentation.

SI is a measure of syntactic complexity that produces a ratio of the total number of clauses (main and subordinate) to the number of C-Units. A clause, whether it is main or subordinate, is a statement containing both a subject and a predicate. Grammatically, a subject is a noun phrase and a predicate is a verb phrase. Main clauses can stand by themselves. Subordinate clauses depend on the main clause to make sense. They are embedded within an utterance as noun, adjective or adverbial clauses.

NSS is an assessment tool developed to create a more objective narrative macro-structure scoring

system. It is based upon early work on story grammar analysis by Stein and Glenn, 1979, 1982. This scoring procedure combines many of the abstract categories of story grammar, adding features of cohesion, connecting events, rationale for characters' behavior, and referencing. Each of the scoring categories has explicit examples to establish scoring criteria.

Using SALT to Compare Transcripts to the Bilingual S/E Unique Story Databases

Use SALT's Database menu to compare your transcript with age or grade-matched transcripts selected from the Bilingual Spanish Unique Story database or the Bilingual English Unique Story database. SALT looks at the plus lines in your transcript to determine which database to pre-select. To pre-select one of these databases, include the following plus lines in your transcript.

- + Language: Spanish (or English)
- + Bilingual: SE
- + Context: Nar
- + Subgroup: OFTM

Although you can type these plus lines into your transcript, the easiest way is to select the correct target language (Spanish or English), bilingual flag (SE), sampling context (Nar), and subgroup (OFTM) when first creating a new transcript using the New Transcript Header information dialogue box in the software.

OFTM = *One Frog Too Many*

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References

- Mayer M. & Mayer, M. (1975). *One Frog Too Many*, New York, NY: Dial Press.
- Stein, N. & Glenn, C. (1979). An analysis for story comprehension in elementary school. In R. Freedle (Ed.) *New directions in discourse processing*, Vol. 2. Norwood, NJ: Ablex.