

Critical Review:
Outcomes in bilingual language intervention for children with specific language impairment

Alexandra Chaber
M.Cl.Sc SLP Candidate

University of Western Ontario: School of Communication Sciences and Disorders

This critical review examines whether or not a bilingual language intervention yields better outcomes compared to a monolingual approach in bilingual children with specific language impairments. A search of the literature yielded eight relevant research articles that made use of different designs providing varying levels of evidence including randomized clinical trials, single subject design and a survey. The types of language intervention under evaluation involved dialogic book reading, vocabulary in both receptive and expressive m

already challenging assessment and intervention processes requiring extensive knowledge of language development are further complicated by the instance of bilingualism. For example, there is a limited if not potential absence of literature regarding language development in specific bilingual populations. Research on this topic

group. Appropriate assessment measures

following a bilingual language intervention compared to a monolingual approach.

The next level of evidence comes from a single subject design in which the single participant simultaneously serves as her own control within the same study.

Among other questions, Pham *et al.* (2011) used a series of single subject alternating treatments design over six months on a bilingual Vietnamese-English participant of the age 4;2 years in order to compare the efficacy of a bilingual receptive vocabulary treatment to an English-only approach. The participant was well-described and

support of equal outcomes following both a monolingual and bilingual language therapy. For example, in Thordardottir *et al.* (2015)

the clinician to go to great lengths in order to bring it to fruition, and is thereby often deemed impractical.

Regardless of the

