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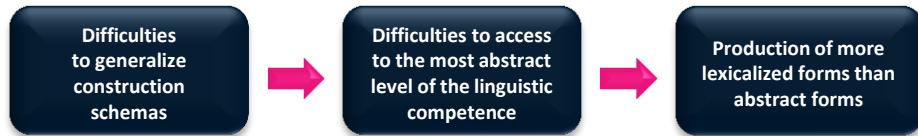


## Introduction

### Background

- Construction of the children's linguistic system from the children's own linguistic experience (Goldberg, 1995 ; Tomasello, 2003)
- Need for generalizing construction schemas to never heard items to be productive with language
- Limited morphosyntactic creativity and variability in children with specific language impairment (SLI)

### Hypotheses



## Predictions

- Children with SLI had more difficulties than children with typical language development (TLD) to generalize a schema to new items
- Difficulties **more marked with "non-acquired" construction schemas** than with "acquired" construction schemas

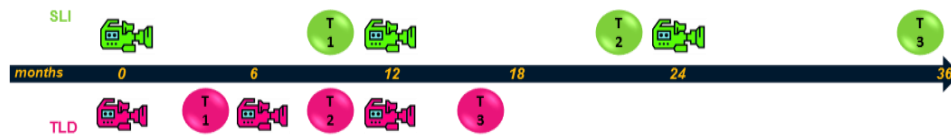
## Method & Procedure

### Participants

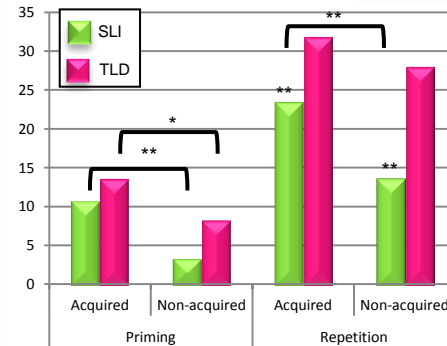
- 7 French-speaking children with SLI (mean 86 months)
- 6 French-speaking children with TLD matched on linguistic age (mean 63 months)

### Design

- Two steps (recorded session and experimental task), replicated three times
- Individualized experimental tasks, adjusted to the child's linguistic developmental level
- Use of each child's own productions to create a repetition task and a priming task (T1) or a sentence completion task (T2 and T3)
- Two types of items were created: items with "acquired" and items with "non-acquired" construction schemas



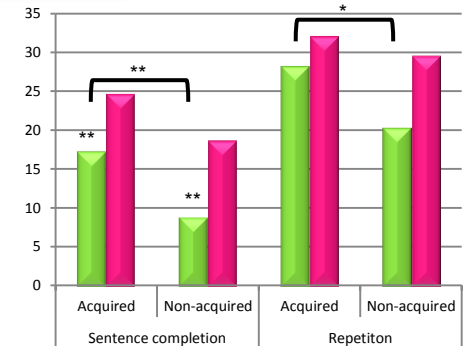
## Results



**T1**

SLI: **A > NA** (Z = 2.37; p = 0.018)  
 CTL: **A > NA** (Z = 2.02; p = 0.043)

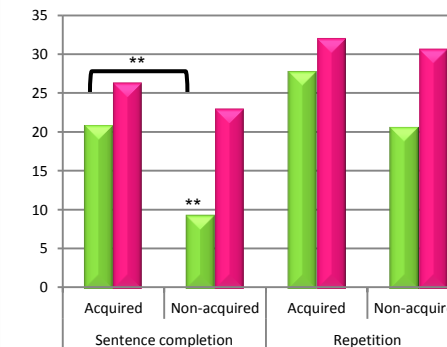
SLI: **A > NA** (Z = 2.37; p = 0.018)  
 Acquired: **SLI < CTL** (U = 3.5; p exact = 0.008)  
 Non-acquired: **SLI < CTL** (U = 2; p exact = 0.005)



**T2**

SLI: **A > NA** (Z = 2.37; p = 0.018)  
 Acquired: **SLI < CTL** (U = 1; p exact = 0.005)  
 Non-Acquired: **SLI < CTL** (U = 3.5; p exact = 0.018)

SLI: **A > NA** (Z = 2.2; p = 0.028)



**T3**

SLI: **A > NA** (Z = 2.37; p = 0.018)  
 Non-acquired: **SLI < CTL** (U = 0; p exact = 0.017)

No significant difference

Legend: \* p < .05; \*\* p < .01; TR Temporary Results

## Discussion

- The two groups had more difficulties to generalize non-acquired schemas to new items, but children with SLI seemed to have more difficulties, which could mean that their productivity with new schemas was more hindered.
- Results are compatible with our hypothesis suggesting that children with SLI have **more difficulties for generalizing a schema to new items**