**Identification of clinical markers of language impairment in Welsh-English bilingual children**

**Vicky Chondrogianni (University of Edinburgh)**

The identification of language disorders in children growing up in bilingual contexts poses a major challenge for clinicians, educators and researchers. This is because our knowledge of what constitutes typical bilingual language development and what impaired bilingual language development is incomplete. How do we know if a child’s language difficulties are due to language impairment or due to insufficient exposure to the language being assessed? In the present talk, I will focus particularly on one type of pediatric language impairment called Specific Language Impairment (SLI). SLI affects approximately 7% of the school population, both monolingual and bilingual. Yet, our knowledge about its manifestation and treatment especially in bilingual contexts is scarce. In this project, we developed a series of experimental tools to assess phonological and morpho-syntactic aspects of language impairment in Welsh for Welsh-English bilingual children. Two groups of four-to-six-year-old typically developing and language impaired Welsh-English bilingual children were tested in both Welsh and in English. All children were Welsh dominant and attended Welsh-medium primary schools in North Wales (from reception to Year 1). The outcomes of this project highlight areas of Welsh grammar which may be problematic for Welsh-speaking children with language disorders, and open new avenues towards the identification of specific language impairment in Welsh-speaking children.