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Nota di contenuto	Introduction / John Grinstead -- Diverse learning conditions and input characteristics. Syllable-final /s/ lenition and the acquisition of plural morphology in Spanish-speaking children / Karen Miller and Cristina Schmitt -- The article paradigm in Spanish-speaking children with SLI in language contact situations / Raquel T. Anderson Alejandra Marquez -- Development in early Basque-Spanish language mixing / Maria Jose Ezeizabarrena -- The developing syntax and semantics of determiner phrases. Context and the scalar implicatures of indefinites in child Spanish / Marissa Vargas-Tokuda, John Grinstead and Javier Gutierrez-Rexach -- Early determination / Ana T. Perez-Leroux and Tanya Battersby -- The developing syntax of the verb phrase. Before grammar: cut and paste in early complex sentences / Cecilia Rojas-Nieto -- Subjects, verb classes and word order in child Catalan / Anna Gavarro & Yolanda Cabre-Sans -- Hispanic child languages. Person and number asymmetries in child Catalan and Spanish / Aurora Bel and

Elisa Rosado -- The development of inflectional morphology -- Relationships between linguistic and behavioral measures during development / Miguel Perez-Pereira & Mariela Resches -- Temporal interface: Delay and root nonfinite verbs in Spanish-speaking children with specific language impairment : evidence from the grammaticality choice task / John Grinstead ... [et al.] -- Specific language impairment in Spanish & Catalan / Vicenc Torrens and Linda Escobar -- Variability in the grammatical profiles of Spanish-speaking children with specific language impairment / Gareth Morgan, M. Adelaida Restrepo, and Alejandra Auza.

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Sommario/riassunto

This chapter investigates whether a specific grammatical marker can be used to identify specific language impairment (SLI) in monolingual Spanish-speaking (SS) children that is consistent with a linguistic knowledge deficit account of SLI. A number of grammatical markers that have been identified as vulnerable to error in Spanish-English bilingual children with SLI (articles, clitics, subjunctive verbs, & derivational morphemes) were tested in monolingual SS children with and without SLI. Results indicated significant group differences between monolingual SS children with and without SLI in all grammatical areas tested. However, children with SLI demonstrated considerable variability across grammatical markers such that one particular grammatical marker could not be identified as impaired in all children with SLI. Theoretical and clinical implications of the study are discussed.

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