CONTAINMENT AND CONTACT IN SPANISH-ENGLISH BILINGUAL CHILDREN: A CASE STUDY

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- Simultaneous bilinguals

- The participants in this study

- 2 image schemas
THEORETICAL FRAMEWORK

• COGNITIVE LINGUISTICS
  Embodiment
  Image schemas (Johnson)
  CONTAINMENT
  CONTACT

• COGNITION
  Linguistic Relativity: Is our worldview shaped by the language we speak? (Whorf, Pinker, Slobin)
  Bilingual Cognition: Different “cognitive worlds,” different language experiences (Bialystok)
METHODOLOGY

• Done at home
• Individually
• Interlocutor
• Situations and objects used
• Prompts
RESULTS FOR THE 7-YEAR-OLD

- CONTAINMENT vs CONTACT
  - In, off, on, out
- Objects used: toys vs others
  - Changing expressions
RESULTS FOR THE 4-YEAR-OLD

• CONTAINMENT vs CONTACT
  • Unintelligibility
  • Left out prepositions
  • Responses in Spanish, e.g. en
  • Spanish influence
  • In, out, off, on
COMMON ERRORS FOR BOTH PARTICIPANTS

• Put/take a car on/off a track
  • Take books off a shelf
  • Pour water out of a bottle
  • Put food on a plate
  • Put pillows on the bed
CONCLUSIONS

• In before on (Clark, 1973)
• Containment before Support (Johannes, et al., 2016)
• Influence of Spanish on English at 4 vs at 7