

## **How many domains does it take to model young bilinguals' language knowledge? The world may never know**

Amy Pratt, University of California, Irvine

This study investigated the dimensionality of language representation in Spanish-English bilingual kindergartners, across a range of cross-linguistic exposure and skills, using structural equation modeling. Participants included 252 Spanish-English bilingual kindergartners, as identified by parent report of current language exposure and direct language measures. All participants completed a battery of experimental phonology, semantics, and morphosyntactic test items in English and in Spanish. A six-dimensional model with representation constrained by both domain and language provided the best fit for the data, with six separate factors for phonology, morphosyntax, and semantics in both English and Spanish. The excellent model fit is supported by findings of a  $\chi^2$  to df ratio  $< 2$  with no significance, CFI  $> .95$ , SRMR  $< .8$ , and RMSEA values  $= .05$ . The results are discussed within the context of emergent theories of bilingual language development. Application of the results to the evaluation and treatment of oral language abilities in bilingual children entering the formal education setting are considered. This research was supported in part by R01 DC010366 and DoE LEADER Grant H325D140096.