



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

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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