

Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης  
του Τμήματος Ελληνικής Φιλολογίας του Δημοκριτείου Πανεπιστημίου Θράκης  
σε συνεργασία με το  
ΕΚΕΦΕ Δημόκριτος – Ινστιτούτο Πληροφορικής και Τηλεπικοινωνιών  
με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»

**Η διερεύνηση της σχέσης Διγλωσσίας και Αναπτυξιακής Γλωσσικής  
Διαταραχής αναφορικά με τις γλωσσικές και γνωστικές ικανότητες  
μέσω βιβλιογραφικής ανασκόπησης**

**Studying the Relationship Between Bilingualism and Developmental  
Language Disorder Regarding Linguistic and Cognitive Abilities Through a  
Literature Review**

της Τσιγκούλη Μυρτώς

Μεταπτυχιακή διατριβή που υποβάλλεται

στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του  
Προγράμματος Μεταπτυχιακών Σπουδών Εξειδίκευσης  
του Τ.Ε.Φ. – Δ.Π.Θ. σε συνεργασία με το Ε.Κ.Ε.Φ.Ε. Δημόκριτος – Ινστιτούτο  
Πληροφορικής και Τηλεπικοινωνιών  
με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της Ένταξης

Εγκεκριμένο από την τριμελή επιτροπή:

1η Επιβλέπουσα: Δρ. Ιφιγένεια Δόση, Επίκουρη Καθηγήτρια Τμήμα Ελληνικής Φιλολογίας  
Δ.Π.Θ.

2η Επιβλέπουσα: Δρ. Αγάθη Σταθοπούλου

3η Επιβλέπουσα: Δρ. Ζωή Καραμπατζάκη

Αθήνα

## Περίληψη

Η παρούσα εργασία μελετά τη συνύπαρξη της διγλωσσίας (Bilingualism) με την αναπτυξιακή γλωσσική διαταραχή (Developmental Language Disorder) σε παιδιά. Συγκεκριμένα, στις βάσεις δεδομένων PubMed και ScienceDirect αναζητώνται επιστημονικές μελέτες οι οποίες εστιάζουν στην διερεύνηση των γλωσσικών και των γνωστικών ικανοτήτων παιδιών με αναπτυξιακή γλωσσική διαταραχή που είναι ταυτόχρονα δίγλωσσοι ομιλητές. Από τα ευρήματα προκύπτει ότι η συνύπαρξη των δύο αυτών παραγόντων επιδρά καθοριστικά στους γλωσσικούς τομείς της μορφοσύνταξης, του λεξιλογίου, της φωνολογίας και της αφήγησης, καθώς και συγκεκριμένες γνωστικές ικανότητες όπως είναι η εργαζόμενη μνήμη, η συγκέντρωση, η διαδικαστική μάθηση, ο ανασταλτικός έλεγχος και ο αναλυτικός συλλογισμός. Επιπλέον μελέτη απαιτείται ώστε να διερευνηθεί σε βάθος η αλληλεπίδραση της διγλωσσίας με την αναπτυξιακή γλωσσική διαταραχή σε επιμέρους γνωστικούς τομείς, αλλά και στα διαφορετικά γλωσσικά επίπεδα και γλωσσικές ικανότητες διαφορετικών γλωσσών.

**Λέξεις κλειδιά:** Διγλωσσία, Αναπτυξιακή Γλωσσική Διαταραχή, ΑΓΔ, Γλωσσικές Διαταραχές, Νευροαναπτυξιακές Διαταραχές, γλωσσικές ικανότητες, γνωστικές ικανότητες

## Βιβλιογραφία

- Adams, C., Lloyd, J., Aldred, C., & Baxendale, J. (2012). Pragmatic language impairment: Case studies of social and pragmatic language therapy. *Child Language Teaching and Therapy*, 28(1), 71–92.
- Altman, C., Fichman, S., Perry, N., Osher, P., & Walters, J. (2024). Internal state terms in the narratives of bilingual children with developmental language disorder: The role of microstructure and macrostructure. *Language, Speech, and Hearing Services in Schools*, 55(4), 1039–1053.
- Archibald, L. M. D., & Gathercole, S. E. (2006). Short-term and working memory in children with specific language impairments. *International Journal of Language & Communication Disorders*, 41(6), 675–693.
- August, D., & Hakuta, K. (Eds.). (1997). *Improving schooling for language-minority children: A research agenda*. Washington, DC: National Academies Press.
- Balboa-Castells, R., Ahufinger, N., Ferinu, L., Castilla-Earls, A., Andreu, L., & Sanz-Torrent, M. (2024). Grammatical correction and morphological productivity tasks as potential identifiers of developmental language disorder in Spanish-Catalan bilingual children: A pilot study. *Clinical Linguistics & Phonetics*.
- Bedore, L. M., & Leonard, L. B. (2001). Grammatical morphology deficits in Spanish-speaking children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 44(4), 905–924.
- Bedore, L. M., & Leonard, L. B. (2005). Verb inflections and noun phrase morphology in the spontaneous speech of Spanish-speaking children with specific language impairment. *Applied Psycholinguistics*, 26(2), 195–225.
- Bedore, L. M., Peña, E. D., Summers, C. L., Boerger, K. M., Resendiz, M. D., Greene, K., Bohman, T. M., & Gillam, R. B. (2012). The measure matters: Language dominance profiles across measures in Spanish–English bilingual children. *Bilingualism: Language and Cognition*, 15(3), 616–629.
- Bialystok, E. (2001). *Bilingualism in development: Language, literacy, and cognition*. New York: Cambridge University Press.
- Bishop, D. V. M. (1997). *Uncommon understanding: Development and disorders of language comprehension in children*. Psychology Press.
- Bishop, D. V. M., & Snowling, M. J. (2004). Developmental dyslexia and specific language impairment: Same or different? *Psychological Bulletin*, 130(6), 858–886.

- Bishop, D. V. M., Snowling, M. J., Thompson, P. A., & Greenhalgh, T. (2017). CATALISE: A multinational and multidisciplinary Delphi consensus study. *PeerJ*, 5, e3342.
- Blom, E., de Jong, J., Orgassa, A., Baker, A., & Weerman, F. (2013). Verb inflection in monolingual Dutch and sequential bilingual Turkish-Dutch children with and without SLI. *International Journal of Language & Communication Disorders*, 48(4), 382–393.
- Boerma, T., Chiat, S., Leseman, P., Timmermeister, M., Wijnen, F., & Blom, E. (2015). A quasi-universal nonword repetition task as a diagnostic tool for bilingual children learning Dutch as a second language. *Journal of Speech, Language, and Hearing Research*, 58(6), 1747–1760.
- Boerma, T., & Blom, E. (2020). Effects of developmental language disorder and bilingualism on children's executive functioning: A longitudinal study. *Research in Developmental Disabilities*, 107, Article 103782.
- Buil-Legaz, L., Aguilar-Mediavilla, E., & Adrover-Roig, D. (2016). Longitudinal trajectories of the representation and access to phonological information in bilingual children with specific language impairment. *International Journal of Speech-Language Pathology*, 18(5), 473–482.
- Castilla-Earls, A., Auza, A., Pérez-Leroux, A. T., Fulcher-Rood, K., & Barr, C. (2020). Morphological errors in monolingual Spanish-speaking children with and without developmental language disorders. *Language, Speech, and Hearing Services in Schools*, 51(2), 270–281.
- Castilla-Earls, A., Pérez-Leroux, A. T., Fulcher-Rood, K., & Barr, C. (2021). Morphological errors in Spanish-speaking bilingual children with and without developmental language disorders. *Language, Speech, and Hearing Services in Schools*, 52(2), 497–511.
- Castilla-Earls, A., Pérez-Leroux, A. T., Restrepo, M. A., Gaile, D., & Chen, Z. (2018). The complexity of the Spanish subjunctive in bilingual children with SLI. *Language Acquisition*, 25(1), 72–84.
- Castilla-Earls, A., Ronderos, J., & Fitton, L. (2023). Spanish bilingual morphosyntactic development in bilingual children with and without developmental language disorder: Articles, clitics, verbs, and the subjunctive mood. *Journal of Speech, Language, and Hearing Research*, 66(12), 4678–4698.
- Chomsky, N. (1959). Reviews: *Verbal behavior* by B. F. Skinner. *Language*, 35(1), 26–58.
- Chondrogianni, V., & John, N. (2018). Tense and plural formation in Welsh-English bilingual children with and without language impairment. *International Journal of Language & Communication Disorders*, 53(3), 495–514.
- Chondrogianni, V., & Marinis, T. (2011). Differential effects of internal and external factors on the development of vocabulary, tense morphology, and morpho-syntax in successive bilingual children. *Linguistic Approaches to Bilingualism*, 1, 318–342.

- Cobo-Lewis, A., Pearson, B. Z., Eilers, R. E., & Umbel, V. C. (2002). Effects of bilingualism and bilingual education on oral and written English skills: A multifactor study of standardized test outcomes. In D. K. Oller & R. E. Eilers (Eds.), *Language and literacy in bilingual children* (pp. 64–97). Clevedon: Multilingual Matters.
- Conti-Ramsden, G., Botting, N., & Durkin, K. (2012). Language impairment and social competence: An evaluation of the social and emotional outcomes of children with and without a history of specific language impairment. *Journal of Speech, Language, and Hearing Research, 55*(3), 687–702.
- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research, 49*(2), 222–251.
- De Houwer, A. (1995). Bilingual language acquisition. In P. Fletcher & B. MacWhinney (Eds.), *The Handbook of Child Language* (pp. 219–250). Oxford: Blackwell.
- Dosi, I. (2016). *The verbal aspect in bilingual children: The effect of linguistic, cognitive, and environmental factors* (Unpublished PhD Thesis). Aristotle University of Thessaloniki.
- Dosi, I. (2019). Aspectual and cognitive asymmetries in Greek-speaking children with specific language impairment (SLI). In N. Topintzi, N. Lavidas, & M. Moumtzi (Eds.), *23rd International Symposium on Theoretical and Applied Linguistics: Selected Papers* (pp. 195–216). School of English, Aristotle University of Thessaloniki.
- Driessen, G., van der Slik, F., & de Bot, K. (2002). Home language and language proficiency: A large-scale longitudinal study in Dutch primary schools. *Journal of Multilingual and Multicultural Development, 23*(3), 175–194.
- Ebert, K. D., & Reilly, M. (2022). Predictors of language proficiency in school-age Spanish-English bilingual children with and without developmental language disorder. *Bilingualism: Language and Cognition, 25*(2), 296–306.
- Ebert, K. D., Rak, D., Slawny, C. M., & Fogg, L. (2019). Attention in bilingual children with developmental language disorder. *Journal of Speech, Language, and Hearing Research, 62*(4), 979–992.
- Eikerling, M. R., Bloder, T. S., & Lorusso, M. L. (2022). A nonword repetition task discriminates typically developing Italian-German bilingual children from bilingual children with developmental language disorder: The role of language-specific and language-non-specific nonwords. *Frontiers in Psychology, 13*, Article 826540.
- Ferguson, C. A. (1959). Diglossia. *Word, 15*(2), 325–340.
- Fichman, S., & Altman, C. (2019). Referential cohesion in the narratives of bilingual and monolingual children with typically developing language and with specific language impairment. *Journal of Speech, Language, and Hearing Research, 62*(1), 123–142.
- Fichman, S., Altman, C., Voloskovich, A., Armon-Lotem, S., & Walters, J. (2017). Story grammar elements and causal relations in the narratives of Russian-Hebrew bilingual children with SLI and typical language development. *Journal of Communication Disorders, 69*, 72–93.

- Fisher, S. E., Vargha-Khadem, F., Watkins, K. E., Monaco, A. P., & Pembrey, M. E. (2003). Localization of a gene implicated in a severe speech and language disorder. *Nature*, *387*(6629), 528–531.
- Fu, N. C., Chan, A., Chen, S., Polienská, K., & Chiat, S. (2024). Revisiting nonword repetition as a clinical marker of developmental language disorder: Evidence from monolingual and bilingual L2 Cantonese. *Brain and Language*, *257*, Article 105450.
- Gathercole, V. M. (2002a). Monolingual and bilingual acquisition: Learning different treatments of that-trace phenomena in English and Spanish. In K. D. Oller & R. Eilers (Eds.), *Language and literacy in bilingual children* (pp. 220–254). Clevedon, UK: Multilingual Matters.
- Gathercole, V. M. (2002b). Grammatical gender in bilingual and monolingual children: A Spanish morphosyntactic distinction. In D. K. Oller & R. E. Eilers (Eds.), *Language and literacy in bilingual children* (pp. 207–219). Clevedon: Multilingual Matters.
- Gathercole, S. E., & Baddeley, A. D. (1993). *Working memory and language*. Psychology Press.
- Goldberg, H., Paradis, J., & Crago, M. (2008). Lexical acquisition over time in minority L1 children learning English as an L2. *Applied Psycholinguistics*, *29*, 1–25.
- Gandolfi, E., Diotallevi, G., & Viterbori, P. (2024). Morphological and inhibitory skills in monolingual and bilingual children with and without developmental language disorder. *Journal of Speech, Language, and Hearing Research*, *67*(8), 2620–2637.
- Gopnik, M. (1991). Feature-blind grammar and dysphasia. *Nature*, *344*(6268), 715–717.
- Govindarajan, K., & Paradis, J. (2019). Narrative abilities of bilingual children with and without developmental language disorder (SLI): Differentiation and the role of age and input factors. *Journal of Communication Disorders*, *77*, 1–16.
- Grosjean, F. (1989). The bilingual as a person. In R. Titone (Ed.), *On the Bilingual Person*. Ottawa: Canadian Society for Italian Studies.
- Grosjean, F. (2010). *Bilingual: Life and reality*. Harvard University Press.
- Gross, M. C., & Castilla-Earls, A. (2023). Code-switching during narratives by bilingual children with and without developmental language disorder. *Language, Speech, and Hearing Services in Schools*, *54*(3), 996–1019.
- Hagoort, P. (2016). MUC (Memory, Unification, Control): A model on the neurobiology of language beyond single-word processing. In G. Hickok & S. L. Small (Eds.), *Neurobiology of language* (pp. 339–347). Academic Press.
- Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Paul H. Brookes Publishing.
- Hernandez, M., Ronderos, J., & Castilla-Earls, A. P. (2024). Diagnostic accuracy of grammaticality and utterance length in bilingual children. *Language, Speech, and Hearing Services in Schools*, *55*(2), 577–597.

- Kail, R. (1994). A method for studying the generalized slowing hypothesis in developmental disorders. *Journal of Experimental Child Psychology*, 57(3), 316–334.
- Kambanaros, M., & Grohmann, K. K. (2011). Profiling performance in L1 and L2 observed in Cypriot Greek–English bilingual aphasia using the Bilingual Aphasia Test: A case study from Cyprus. *Clinical Linguistics & Phonetics*, 25(6–7), 513–529.
- Kambanaros, M., Grohmann, K. K., Michaelides, M., & Theodorou, E. (2013). Comparing multilingual children with SLI to their bilingual peers: Evidence from object and action picture naming. *International Journal of Multilingualism*, 10(3), 294–319.
- Karmiloff-Smith, A. (2009). *Beyond modularity: A developmental perspective on cognitive science*. MIT Press.
- Kateri, L., Revithiadou, A., & Varlokosta, S. (2005). Multiple partially ordered grammars: A case study from Greek SLI. In M. Tzakosta, C. Levelt, & J. van de Weijer (Eds.), *Developmental Paths in Phonological Acquisition* (pp. 13–38). *Leiden Papers in Linguistics*, 2(1).
- Kehoe, M., Matrat, M., & Delage, H. (2024). Dynamic assessment of phonological awareness in monolingual and bilingual French-speaking children. *Clinical Linguistics & Phonetics*.
- Kohnert, K. (2009). *Exploring bilingualism in children: Critical transitions for cognitive and linguistic interactions*. MIT Press.
- Lahti-Nuutila, P., Laasonen, M., Smolander, S., Kunnari, S., Arkkila, E., & Service, E. (2021). Language acquisition of early sequentially bilingual children is moderated by short-term memory for order in developmental language disorder: Findings from the HelSLI study. *International Journal of Language & Communication Disorders*, 56(5), 907–926.
- Lenneberg, E. H. (1967). *Biological foundations of language*. Wiley.
- Leonard, L. B. (1998). *Children with specific language impairment*. MIT Press.
- Leonard, L. B. (2014). *Children with Specific Language Impairment*. MIT Press.
- Matrat, M., Delage, H., & Kehoe, M. (2023). A new dynamic word learning task to diagnose language disorder in French-speaking monolingual and bilingual children. *Frontiers in Rehabilitation Science*, 3, Article 1095023.
- McArthur, G. M., Hogben, J. H., Edwards, V. T., Heath, S. M., & Mengler, E. D. (2000). On the "specifics" of specific reading disability and specific language impairment. *Journal of Child Psychology and Psychiatry*, 41(7), 869–874.
- McMillen, S., Griffin, Z. M., Peña, E. D., Bedore, L. M., & Oppenheim, G. M. (2020). "Did I say cherry?" Error patterns on a blocked cyclic naming task for bilingual children with and

without developmental language disorder. *Journal of Speech, Language, and Hearing Research*, 63(4), 1148–1164.

McMillen, S., Albudoor, N., Peña, E. D., & Bedore, L. M. (2023). Semantic difficulty for bilingual children: Effects of age, language exposure, and language ability. *American Journal of Speech-Language Pathology*, 32(2), 645–657.

Montgomery, J. W. (2002). Understanding the language difficulties of children with specific language impairments: Does verbal working memory matter? *American Journal of Speech-Language Pathology*, 11(1), 77–91.

Norbury, C. F., Gooch, D., Wray, C., Baird, G., Charman, T., Simonoff, E., Vamvakas, G., & Pickles, A. (2016). The impact of nonverbal ability on prevalence and clinical presentation of language disorder: Evidence from a population study. *Journal of Child Psychology and Psychiatry*, 57(11), 1247–1257.

Norbury, C. F., Tomblin, J. B., & Bishop, D. V. M. (2013). Developmental language disorders: Advances and prospects. *Current Opinion in Neurology*, 26(2), 123–129.

Oberg, L., & Bohnacker, U. (2024). Beyond language scores: How language exposure informs assessment of nonword repetition, vocabulary, and narrative macrostructure in bilingual Turkish/Swedish children with and without developmental language disorder. *Children (Basel, Switzerland)*, 11(6), Article 704.

Oller, D. K., & Eilers, R. E. (2002). *Language and literacy in bilingual children*. Clevedon: Multilingual Matters.

Paradis, J. (2009). Oral language development in French and English and the role of home input factors. Report for the Conseil Scolaire Centre-Nord, Edmonton, Alberta.

Paradis, J., & Kirova, A. (2014). English second-language learners in preschool: Profile effects in their English abilities and the role of home language environment. *International Journal of Behavioral Development*, 38(4), 342–349.

Park, J., Miller, C. A., Sanjeevan, T., Van Hell, J. G., Weiss, D. J., & Mainela-Arnold, E. (2021). Non-linguistic cognitive measures as predictors of functionally defined developmental language disorder in monolingual and bilingual children. *International Journal of Language & Communication Disorders*, 56(4), 858–872.

Payesteh, B., & Pham, G. T. (2022). Is there a cognate effect in bilingual children with developmental language disorder? *Language, Speech, and Hearing Services in Schools*, 53(1), 213–221.

Penfield, W., & Roberts, L. (1959). *Speech and brain mechanisms*. Princeton: Princeton University Press.

Petinou, K., & Okalidou, A. (2006). Speech patterns in Cypriot-Greek late talkers. *Applied Psycholinguistics*, 27(3), 335–353.

Plomin, R., DeFries, J. C., & Fulker, D. W. (2002). *Behavioral genetics in the postgenomic era*. American Psychological Association.

Poll, G. H., Betz, S. K., & Miller, C. A. (2010). Identification of clinical markers of specific language impairment in adults. *Journal of Speech, Language, and Hearing Research*, 53(2), 414–429.

Sansavini, A., Favilla, M. E., Guasti, M. T., Marini, A., Millepiedi, S., Di Martino, M. V., & Lorusso, M. L. (2021). Developmental language disorder: Early predictors, age for the diagnosis, and diagnostic tools: A scoping review. *Brain Sciences*, 11(5), Article 654.

Scherger, A. L. (2018). German dative case marking in monolingual and simultaneous bilingual children with and without SLI. *Journal of Communication Disorders*, 75, 87–101.

Schwob, S., Eddé, L., Jacquin, L., Leboulanger, M., Picard, M., Oliveira, P. R., & Skoruppa, K. (2021). Using nonword repetition to identify developmental language disorder in monolingual and bilingual children: A systematic review and meta-analysis. *Journal of Speech, Language, and Hearing Research*, 64(9), 3578–3593.

Shivabasappa, P., Peña, E. D., & Bedore, L. M. (2019). Semantic category convergence in Spanish-English bilingual children with and without developmental language disorder. *Journal of Speech, Language, and Hearing Research*, 62(7), 2361–2371.

Smithson, L., Paradis, J., & Nicoladis, E. (2014). Bilingualism and vocabulary achievement: Could socio-cultural context make a difference? *Bilingualism: Language and Cognition*, 17(4), 741–753.

Smolander, S., Laasonen, M., Arkkila, E., Lahti-Nuuttila, P., & Kunnari, S. (2021). L2 vocabulary acquisition of early sequentially bilingual children with TD and DLD affected differently by exposure and age of onset. *International Journal of Language & Communication Disorders*, 56(1), 72–89.

Snowling, M. J., Nash, H. M., & Henderson, L. M. (2019). The development of literacy skills in children with developmental language disorder. *Journal of Child Psychology and Psychiatry*, 60(7), 735–745.

Stavrakaki, S., Koutsandreas, K., & Clahsen, H. (2012). The perfective past tense in Greek children with specific language impairment. *Morphology*, 22(1), 1–25.

Sulzby, E. (1989). Assessment of writing and of children's language while writing. In L. Morrow & J. Smith (Eds.), *The role of assessment and measurement in early literacy instruction* (pp. 83–109). Englewood Cliffs, NJ: Prentice Hall.

Sulzby, E., & Teale, W. (1991). Emergent literacy. In R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (pp. 727–758). New York, NY: Longman.

Tallal, P., & Stark, R. E. (1981). Speech acoustic cue discrimination abilities of normally developing and language-impaired children. *Journal of the Acoustical Society of America*, *69*(2), 568–574.

Teale, W. H., & Sulzby, E. (Eds.). (1986). *Emergent literacy: Writing and reading*. Norwood, NJ: Ablex.

The Diagnostic and Statistical Manual of Mental Disorders (5th ed.; DSM–5; American Psychiatric Association). (2013). Arlington, VA: American Psychiatric Publishing.

Theodorou, E., & Grohmann, K. K. (2010). Narratives in Cypriot Greek mono- and bilingual children with SLI. In *Proceedings of the 3rd ISCA Workshop on Experimental Linguistics* (pp. 185–188).

Thordardottir, E. (2011). The relationship between bilingual exposure and vocabulary development. *International Journal of Bilingualism*, *15*, 426–445.

Tomas, E., & Vissers, C. T. W. M. (2019). Behind the scenes of developmental language disorder: Time to call neuropsychology back on stage. *Frontiers in Human Neuroscience*, *12*, Article 517.

Tomblin, J. B., Records, N. L., Buckwalter, P., Zhang, X., Smith, E., & O'Brien, M. (1997). Prevalence of specific language impairment in kindergarten children. *Journal of Speech, Language, and Hearing Research*, *40*(6), 1245–1260.

Unsworth, S. (2014). Comparing the role of input in bilingual acquisition across domains. In T. Grüter & J. Paradis (Eds.), *Input and experience in bilingual development* (pp. 181–201). Amsterdam: John Benjamins.

Unsworth, S. (2015). Amount of exposure as a proxy for dominance in bilingual language acquisition. In C. Silva-Corvalan & J. Treffers-Daller (Eds.), *Language dominance in bilinguals: Issues of measurement and operationalization* (pp. 156–173). Cambridge: Cambridge University Press.

Unsworth, S. (2016). Quantity and quality of language input in bilingual language development. In E. Nicoladis & S. Montanari (Eds.), *Lifespan perspectives on bilingualism* (pp. 136–196). Mouton de Gruyter/APA.

Valdés, G., & Figueroa, R. A. (1994). *Bilingualism and testing: A special case of bias*. Ablex Publishing.

Verhoeven, L., Steenge, J., van Weerdenburg, M., & van Balkom, H. (2011). Assessment of second language proficiency in bilingual children with specific language impairment: A clinical perspective. *Research in Developmental Disabilities, 32*(5), 1798–1807. <https://doi.org/10.1016/j.ridd.2011.03.010>

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.

World Health Organization. (2019). *International classification of diseases for mortality and morbidity statistics (11th revision)*.

Βαρλοκώστα, Σ. (2000). Η κατάκτηση του αορίστου στην Ελληνική από παιδιά με Ειδική Γλωσσική Διαταραχή. *Μελέτες για την Ελληνική Γλώσσα, 20*, 453–464.

Κακριδή, Μ. (1986). Η κοινωνική προσέγγιση της γλώσσας: Κοινωνιογλωσσολογία. *Διαβάζω, 144*, 38–40.

Καμπανάρου, Μ., & Γκρόμαν, Κ. Κ. (2010). Ονομασία ενεργειών και αντικειμένων σε μονόγλωσσα και δίγλωσσα παιδιά με Ειδική Γλωσσική Διαταραχή. Στο *Πρακτικά του 3ου Εργαστηρίου Πειραματικής Γλωσσολογίας* (σελ. 185–188).

Παληκάρá, Ο., & Ράλλη, Α. Μ. (Επιμ.). (2017). *Αναπτυξιακή Γλωσσική Διαταραχή στα παιδιά και τους εφήβους: Θέματα οριοθέτησης, αξιολόγησης και παρέμβασης*. Εκδόσεις Gutenberg.