comparison to an age matched control, a mean length utterance (MLU) matched control and a monolingual control. Spontaneous language samples were collected through conversations about the child's family, friends and school activities and through story narratives. All the children were administered a probe task, where eight picture cards and four unfamiliar objects were used to elicit the different particles. Lee and Gorman found that the bilingual child with SLI used some particles at a similar rate to his age matched peer and used other particles at a lower rate. Based on the pattern of particle production the authors argue that the difficulties the child with SLI had were due to the language impairment itself and not due to the bilingualism.

While this study can be classified as a single subject design which can be a strong design in the case of multiple measures the present study compares individuals at one time point. This study is also an unconventional single subject design and so lacks some of the strengths that characterize a single subject design. As a result one of the weaknesses is that all data was analyzed using visual inspection only. The other weakness is that the monolingual child used as a comparison did not have a language impairment and therefore we cannot say for sure that the differences found are as a result of the additional language and not due to the language impairment.

This study overall provides a moderate level of evidence and therefore is suggestive.

Paradis *et al.* (2003) conducted a cohort study comparing French and English bilingual children with SLI to see if they were similar in respect to their use of tense morphemes. Bilingual children with SLI (n=8) were compared to age matched monolingual children with SLI (n=21) and monolingual French children (n=10). Spontaneous languages samples were collected, coded and analyzed by bilingual research assistants. Both tense bearing and non tense morphemes were targeted in French and in English. Non parametric analyses were used to account for the small sample sizes. Paradis *et al.* found that the Mann Whitney U comparisons showed no significant difference between the monolingual and bilingual children for tense scores in each language. They concluded that the bilingual children with SLI displayed the same type of difficulty as their monolingual peers.

Overall Paradis *et al.* (2003) conducted a study that contained a well specified inclusion criterion, widely employed outcome measures and conducted appropriate statistical analysis. The study also presented with a high inter-rater reliability of 88%. It is important to mention that the small sample sizes do present somewhat of a weakness, however as we will discuss further on, this is an indication of the challenges that exists when doing research with this population.

Overall the general strengths of this study are able to provide a strong level of evidence and therefore be quite suggestive.

Paradis, Crago and Genesee (2005) conducted a case control study that compared seven year old bilingual children with SLI (n=7) and three year old bilingual children who were typically developing (TD) (n=9). These two groups were compared to three monolingual groups: TD seven year olds (n=10), TD three year olds (n=10) and seven year olds with SLI (n=10). The study compared the groups' use of direct object clitics/pronouns and def[(bt)3((n)-0.00 Tw 18..193 -1.145 Tdss)5(e t

from the children by using wordless picture books, and they were recorded and transcribed by the bilingual research assistants. A coding reliability was reported of 94%. One of the purposes of this study was to examine the differences between bilingual children who are language impaired and t

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