Narrative is a major mode of discourse in everyday life. It is through narratives that we make sense of our own experiences while also communicate to others. Research on bilingual narrative development has often been limited to examining performance in second language (henceforth L2) and in L2 dominant minority contexts Pavlenko (2006). In contrast, the present study explores first language (henceforth L1) narrative skills of adults in an L1 dominant context. This study examines whether there is an effect of L2-English on first L1-narrative skills in terms of narrative structure and linguistic complexity. In present study we ask whether competence level in L2 has an effect on L1 narrative structure and linguistic complexity.

Forty-nine undergraduate bilinguals students (L1=Turkish, L2=English) participated the study. Data collection and coding is still going on. Data of 15 of those participants have been coded and presented here. Participants were asked to narrate a story in response to wordless picture-book "Frog, Where are you?" (Mayer, 1969) presented sequentially and self-paced on computer screen. All narratives were videotaped for later transcription and coding. Participants were also assessed via Peabody Picture Vocabulary Test -IV (PPVT-IV) for their L2 competence. We followed Berman & Slobin's (1994) coding scheme to evaluate four components of the narratives: Plot onset, Plot unfolding, Resolution and Search theme. We also coded narratives in terms of linguistic complexity. Narratives were coded for the following the clause types: Simple Clause (e.g. *çocuk bağırdı,* 'the boy shouted'), Infinitival Clause (e.g. *atlamak istedi,* 'wanted to jump'), Coordinate Clause (e.g. *evden çıktı ve aradı,* 'went out of the house and searched'), Subordination with Adverbial and Complement Clause (e.g. verb+dığı için *kurbağa kaybolduğu için üzüldü,* 'was sad for losing the frog'; *çocuk köpeğe susmasını söyledi* ' the boy told the dog to keep quiet'), Subordination with Converbs (verb+ken (*koşarken düştü,* 'fell while running'), verb+erek (*koşarak geldi,* 'came by means of running'). Preliminary correlation analyses show that PPVT-IV scores correlated negatively

with Plot resolution, $r(14)=-.63$, $p<.05$, indicating that as L2 competence increased one component of L1 narratives is diminished. No significant correlation was found for neither of the components (Plot Onset, Plot Unfolding, Search Theme), p's$>.05$. Results will be discussed in relation to L1-L2 interaction within narrative domain.