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Dual Language Development: What's typical and what's not?

Fe González-Murray, EdD,
CCC-SLP

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Dual Language Development: What's typical and what's not?

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- **Presenter Disclosure:** Financial: Fe Gonzalez-Murray was paid an honorarium for this presentation. Nonfinancial: No relevant relationships to disclose.
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Learning Outcomes

After this course, participants will be able to:

- Describe characteristics of bilingual and second language development.
- Explain differences between typical and atypical language development in dual language learners.
- Identify myths vs. truths about bilingualism.



Session Overview

- Who are dual language learners?
- Theories of bilingualism
- Normal processes of second language acquisition
- Language development in internationally adopted children
- Bilingualism Myth Busters
- Dialects: simultaneous and sequential development
- Summary and Q & A



Who Are Dual Language Learners?



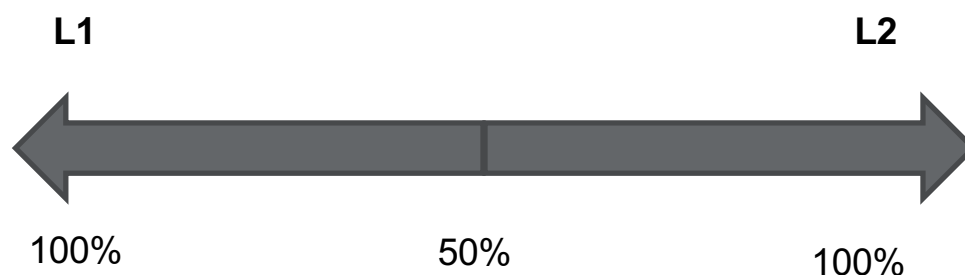
Background – Languages

- More than 350 language are spoken in the USA.
 - Most commonly spoken:
 - English, Spanish (75%), various Chinese languages (such as Mandarin and Cantonese), French (including French Creole and Cajun), Tagalog (Filipino?), Vietnamese, Korean, German, Arabic, and Russian
 - Indigenous languages tend to be the least spoken
 - Not supported by society at large or educational institutions
 - Fewer new speakers (no feeder country)
 - Acculturation
 - Language Loss

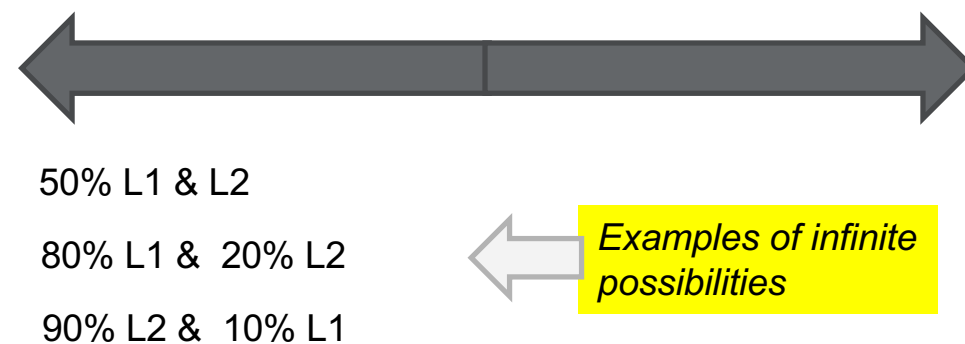


Who Are Dual Language Learners?

- It's COMPLICATED
- Think of a broad, continuous spectrum
- Language proficiency is never static, nor is it simple
- Dual language learners can be anywhere on the spectrum, depending on innumerable conditions
- L1 = First Language
- L2 = Second Language



It's NEVER this neat or easy!



Levels of Bilingualism- A Continuum

- Limited Bilinguals - Limited in two languages (AKA - double limited bilinguals)
 - Negative cognitive effects
- Less Balanced Bilinguals - Limited English (AKA - dominant bilinguals)
 - Appropriate competence in one but not two languages
 - Neither positive nor negative consequences
- Balanced Bilinguals - Bilingual English Proficient
 - Appropriate competence in both languages (some would say... HIGHLY developed in both languages)
 - Positive cognitive advantages



Levels of Bilingualism- A Continuum

- Auditory comprehensive style bilingual – A passive bilingual
 - Someone who has listening comprehension, but doesn't have the skill to express him/herself verbally
- Conversational style bilingual
 - Someone who can speak, but cannot read or write
- Reading and writing style bilingual
 - Someone who cannot converse but can read and write



How DLLs acquire two or more languages is influenced by a multitude of variables and circumstances, including, but not limited to:

- Age
- Language Input
- Social Contexts
- Personality Type
- Cognitive skills
- Educational history
- Educational support
- Socio economic status
- Access to resources
- Immigration status
- Family dynamics
- Community/family/individual feelings about language
- Motivation for learning a second language

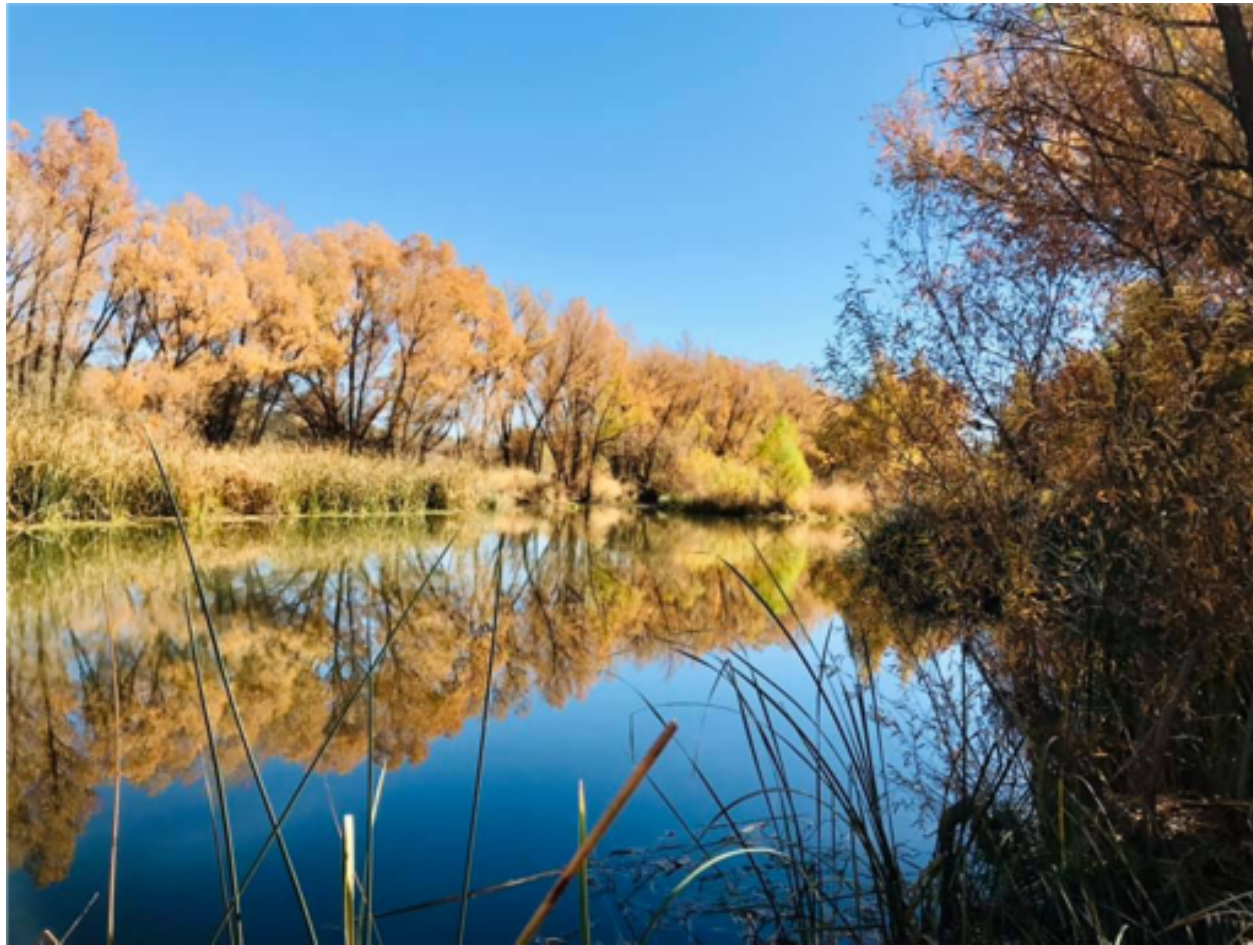


Case Review

- Amina (Bosnia)
- Eva (Mexico)
- Jae-ho (South Korean)



Second Language Acquisition (SLA)



Models of Second Language Acquisition (SLA)

Stephen Krashen's 5 Hypotheses of SLA (Krashen, 1982):

- 1. Acquisition-Learning Distinction - The way adults learn L2:
 - a) Subconsciously (like children learn L1) - informally, naturally; "picking up" L2
 - b) Implicit Learning – Conscious knowledge, learning of L2; knowing about grammar and rules, formal learning. Error correction is useful for conscious learning
- 2. Natural Order Hypothesis - Acquisition of grammatical structures happens in a predictable order, some earlier, some later (e.g., Brown's morphemes). However, some differences in L2 learning:
 - ing, plural, copula (to be) → auxiliary (progressive), article → irregular past → regular past, 3rd singular -s, possessive -s
 - (Do not necessarily teach 2nd language learners grammatical structures in this order)
 - Transitional Forms or predictable errors also occur naturally and predictably, such as with negative markers (e.g. "I no like this one") and in acquiring wh- question forms (e.g., "What she is doing?")



Models of SLA

Stephen Krashen (Krashen, 1982)

- 3. Monitor Hypothesis – Learning has one function; to edit, it makes changes after production. It can happen before we speak or write, or after (self correction). To do this, the learner: a) needs sufficient time; b) must focus on form (think consciously); c) Know the rule. Allows users to use forms they have not generalized yet. Mostly used lightly in written grammatical tests.
- 4. Input Hypothesis – We acquire by focusing on meaning first, then we acquire structure.
 - Comprehensible Input – Learners acquire language from input that is just above their current competence (represented by 'i') (i + 1)
 - Focus is on understanding the meaning and not the form of the message. This is counter to how English had been taught prior to this revelation where structures were taught first then practiced
 - Vigosky's Zone of Proximal development
 - Similar to the role of 'parentese' in child's first language acquisition. It's not a deliberate attempt to teach language; it's a modification to aid comprehension.
 - Syntactically and semantically simpler
 - Includes structures that have not been acquired
 - Deals with the 'here and now'
 - The child understands first; this helps him acquire linguistic structures.



Models of SLA

Stephen Krashen (Krashen, 1982)

- 5. Affective Filter Hypothesis - Variables that can block access to the learner's language acquisition development:
 - a) Motivation – Learners with high motivation do best with acquiring a second language
 - b) Self-confidence – Learners with self-confidence and a good self-image tend to do better with L2 acquisition
 - c) Anxiety – Low personal or classroom anxiety appears to be beneficial for learning L2



Models of SLA

Lilly Wong Fillmore (1991a; de Valenzuela & Niccolai, 2004)

- Focus of this model is on the social interaction between second-language learners and speakers of the target language.
- Three processes necessary for second language learning:
 - (1) The second language learner themselves
 - (2) Speakers of the target language
 - (3) A social setting that allows L2 learners and proficient speakers to interact.



Models of SLA

James Cummins (1981)

- Principles of second language development:
 - Conversational/Academic language proficiency principle (BICS & CALP) or context embedded and context reduced (more about this coming up)
 - Linguistic interdependence principle
 - Common Underlying Proficiency (CUP) model. Literary-related aspects of L1 and L2 are seen as common across languages. Literacy development in one language transfers across to other languages. (One of the strongest arguments for bilingual education)



Models of SLA

James Cummins (1981, 1994)

- (3) The additive bilingual enrichment principle – The acquisition of L2 without detriment to the first
- Positive cognitive, academic, linguistic benefit for learner, when they can acquire high degree of proficiency in both languages... even for individuals with intellectual disabilities
- Subtractive bilingualism – the replacement of the first language by the second
- Somewhat controversial is the idea that some children are limited in both languages and that this results in cognitive deficits. Critics say that this notion may be blamed for poor academic achievement on the part of the student and “contributes to lower teacher expectations, tracking, and other negative educational decisions” (de Valenzuela & Niccolai, 2004)



Let's talk more about BICS and CALP

- According to Cummins (1981, 1999), there are two dimensions of language, that are conceptually distinct:
 - Conversational (BICS)
 - Academic (CALP)
- The purpose of the distinction is because false assumptions can be made about an individual's language proficiency when they rely solely on observations made during social conversations



Basic Interpersonal Communication Skills (BICS)

- Also known as (AKA): “Context-Embedded Face to Face Communicative Proficiency”
 - Takes up to 2 years to develop to a level commensurate with that of a monolingual L1 speaker (depending on social exposure to L2)
- Everyday conversational language
- Basic fluency
- Phonological skills
- Use in familiar and shared contexts
- Visible aspects of language
- Playground language (or locker room), relates to the here and now (“That’s out! It went over here.” “Come on, you guys!”)



Basic Interpersonal Communication Skills (BICS)

- The individual with adequate BICS can:
 - Use English phrases
 - Carry on intelligible conversations about context-embedded, cognitively demanding topics (depending on level of fluency, exposure to L2, and fluency in L1)
 - Interact with English-speaking peers
 - Pass simple, BICS-oriented language proficiency tests



Basic Interpersonal Communication Skills (BICS)

- It is expected that children entering kindergarten come with FULLY DEVELOPED BICS.... That's a receptive and expressive vocabulary of about 2,500... minimum
- Curriculums are developed to BUILD upon that BICS and to develop CALP for school success



Cognitive-Academic Language Proficiency (CALP)

- AKA: “Context-Reduced (Academic) Communicative Proficiency”
 - Language proficiency necessary to perform academic tasks
 - Takes 5 to 7 years to develop to a level commensurate with that of a monolingual L1 speaker
 - May take 7 to 10 years for ELLs to catch up to peers IF a child has no prior schooling or has no support in native language development research (Thomas & Collier, 1995)



Cognitive-Academic Language Proficiency (CALP)

- The child with developing CALP may have difficulty:
 - Performing well on standardized tests (e.g., IQ, academic, and language tests administered by psychologists, SLPs, SPED teachers, etc.)
 - Performing adequately in context-reduced, cognitively demanding classroom activities
 - CALP is...
 - Specialized language of learning
 - Unfamiliar concepts are encountered, concepts are not shared
 - Less visible pragmatic and semantic meanings
 - Content language, linguistic and cognitive challenges
 - Low frequency vocabulary and grammatical constructs
- “The shot went out because the tennis ball went over the base line before bouncing once.”



Cognitive-Academic Language Proficiency (CALP)

- Needed to:
 - Explain cell structure
 - Analyze poetry
 - Defend a point of view
 - Summarize a reading selection
 - Take notes
 - Write a research paper on habitats
 - Take Terra Nova, AIMS, ACT, SAT, etc.
 - Think critically, analyze, compare and contrast, answer questions following a story
 - Will occur more often in written texts than oral language (Cummins, 2000)



BICS and CALP: Implications

- Student with good BICS skills may struggle academically
- Student with good BICS appear fluent
- Good BICS do not necessarily mean good CALP
- Many bilingual family members, or those who speak a non standard dialect, appear to be fluent in English, but lack CALP
 - May have difficulty following along during IEP meetings
 - May struggle to understand newsletters, emails, progress reports, or consent documents

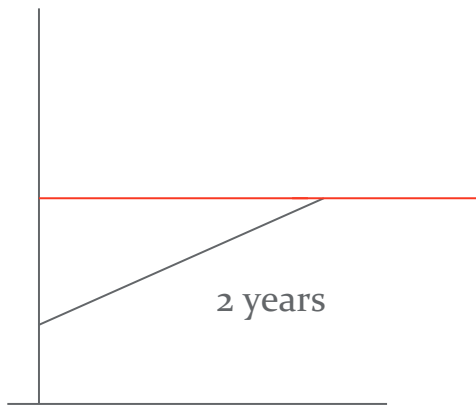


Time Required to Achieve Age-Appropriate Proficiency

Native English Speakers: _____

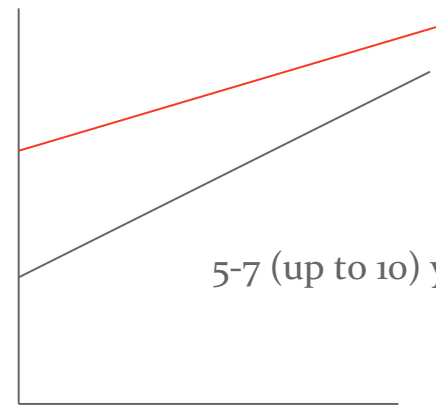
English Language Learners: _____

Level of proficiency



Social Language

Level of proficiency



Academic Language

Cummins, J. (1991), Collier, V.P. (1995)



BICS



CALP




Conversational
language

Academic
language



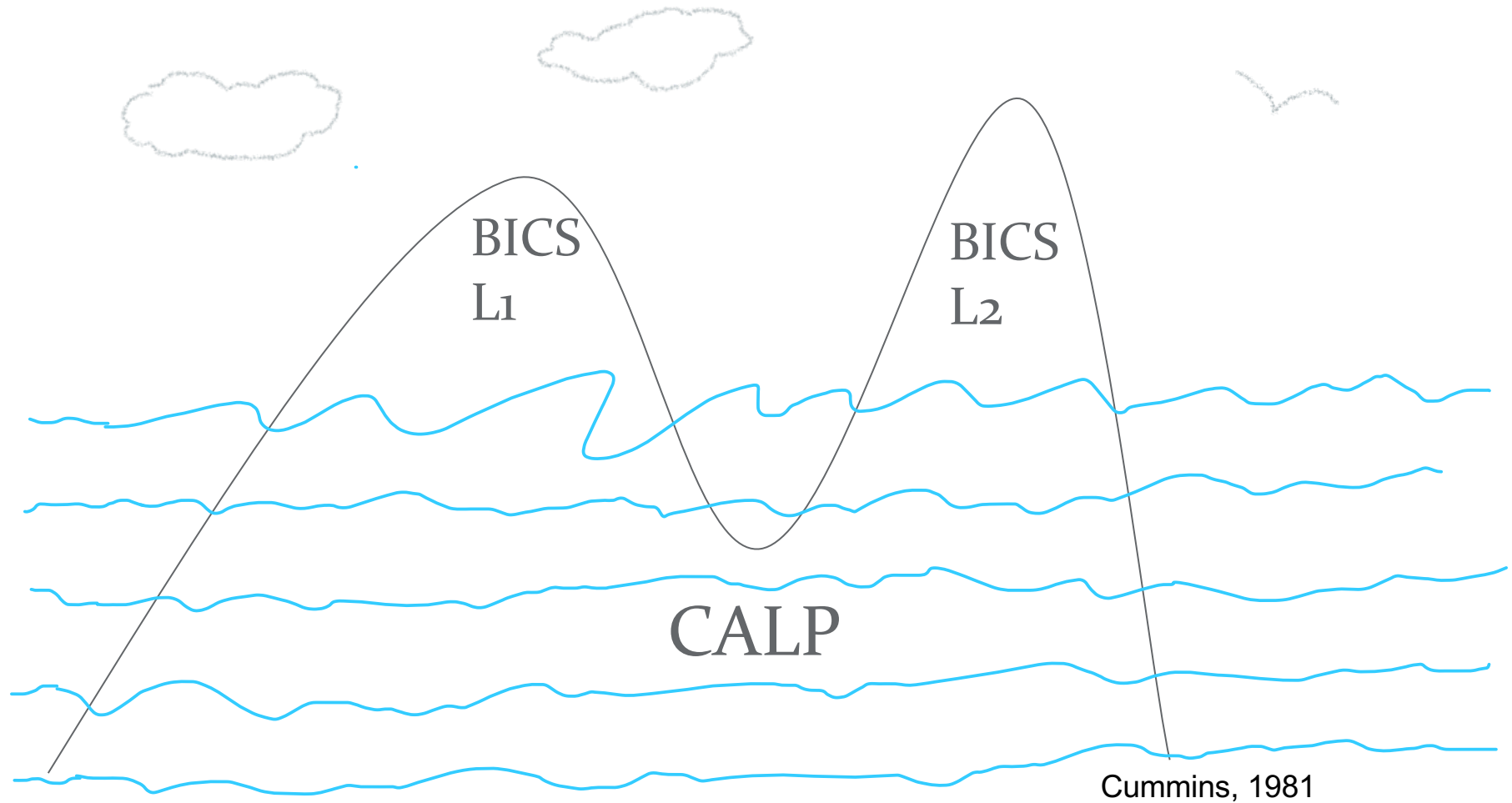
Iceberg Model (Two levels):

- Above the water – conversational proficiency, including:
 - Cognitive process of knowledge, comprehension and application (Bloom's taxonomy!)
 - Language processes – speech production, vocabulary, syntax, pragmatics

- 
- Below the surface of the water –
 - Cognitive processes – analysis, synthesis and evaluation
 - Language processes – functional and semantic meaning
 - We need to develop BOTH parts of the iceberg!



Common Underlying Proficiency - CUP



Cognitively Undemanding (Easy)

A. Art, music, PE,
hands-on and visual
activities

C. Telephone
conversations, a note on
the fridge, written direction
w/o examples

**Context
embedded**

**Context
reduced**

B. Math computation,
science experiments,
social studies projects,
activities that are visual
yet tied to content

D. Taking a test, presenting
a research paper, listening
to a lecture, understanding
abstract concepts

Cognitively Demanding (Difficult)

Second Language Acquisition – Motivation

- Individual motivation to acquire a second language:
 - Instrumental orientation – Person will acquire language if person considers language to be useful (increase in social position, economic benefits, etc.)
 - Integrative orientation – Identification with speakers of the target language. Individual must desire membership and inclusion into that particular linguistic group (Gardner & Lambert, 1972)



Something to think about...

- Culturally and Linguistically Diverse (CLD) children, who are limited in English proficiency, continue to be tested primarily in English (Baca & Cervantes, 2004)
- Proficiency in basic English does not mean cognitive academic proficiency (Cummins, 1984)
- If parents are not proficient in English, the English-only child frequently ends up being limited in both L1 and L2 (Collier, 2002). Why would this be?



Something to think about...

- The most important factor affecting second language (L2) competence, is the level of proficiency in the first language (L1)
- When L1 development is discontinued before it is cognitively mature (age 12), negative cognitive effects in L2 development may become apparent



Something to think about...

- Although it takes 1-2 years to acquire BICS in L2, it takes 5 to 7 years to acquire CALP in L2
- Older children who have several years of L1 schooling (8-12 years of age) are the most efficient acquirers of L2 CALP
- Young children with no schooling in L1 can take 7 to 10 years to reach CALP in L2



Normal Processes of Second Language Acquisition



Normal Processes of Second Language Acquisition

- Children can and do acquire more than one language during early childhood
- The acquisition of two languages need not hamper the acquisition of either language
- The acquisition of two languages can be parallel but need not be. One language may lag behind, surge ahead, or develop simultaneously with the other language



Normal Processes of Second Language Acquisition

- Two types (depending on age of acquisition):
 - Bilingual language acquisition (AKA: simultaneous bilingualism) - Before the age of 3 or at the onset of speech
 - Exposure to the second language after the age Sequential language acquisition of 3, or after the initial establishment of the first language
- *No evidence that 3 is a “magic” number... some say 5
(August & Hakuta, 1997; Wei, 2000)



Case Review

- Jules (France)
- Reshma (Sudan)
- Carlos (Honduras)
- Nayeli (Apache)



Similarities to First Language Acquisition

- Early Milestones - Not much different than first language acquisition
- Process is not random
- First acquire a “Non-productive” grammatical form (i.e., “It’s mine”). Also known as prefabricated utterances, or formulaic speech.
- Production does not imply competence
- Comprehension does not imply production



Normal Processes of Second Language Acquisition

- Interference – An error in the child’s second language (L2) that is directly produced by the influence of a structure in the primary language (L1) or visa versa.
 - Phonological interference – ‘accent’, ‘difference’
 - “dis” for ‘this’; “pero” for ‘perro’ (dog) pronounced with rhotarized ‘r’, rather than the trill
 - Syntactic interference –
 - German: “I have played ball yesterday”; Spanish: “I live in a house red”
 - Lexical interference
 - Hybrid words: Parqueo/parking (estacionamiento), lonche/lunch (almuerzo), bistec/beef steak (almuerzo), troca/truck (camión)
 - Cognates – Words from two languages that are the same or sound similar
 - Spanish: curious/curioso, hospital, correct/correcto;
 - German: compatible/kompatibel, drink/trinken;
 - Russian: milk/moloko).
 - Watch for False cognates (or “it’s not what you think it means”):
 - English/Spanish: embarrassed/embarazada (pregnant); record/recorder (to remember), library/librería (book store), exit/éxito (success)
 - Spanish/Italian: burro (donkey/butter)
 - English/French: chair (flesh), demand/demander (ask)
 - Spanish/Navajo: beso (kiss/money)



Normal Processes of Second Language Acquisition

- Interference – Continued
 - Lexical interference
 - Hybrid words (Spanish examples but happen in all languages):
 - “parqueo”/parking (estacionamiento),
 - “lonche”/lunch (almuerzo),
 - “bistec”/beef steak (almuerzo), troca/truck (camión)
 - Cognates – Words from two languages that are the same or sound similar
 - Spanish: curious/curioso, hospital, correct/correcto;
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 - Spanish/Italian: burro (donkey/butter)
 - English/French: chair (flesh), demand/demander (ask)
 - Spanish/Navajo: beso (kiss/money)



Normal Processes of Second Language Acquisition

- Interlanguage – Intermediate status between L1 and L2. Transitory. The interlanguage contains properties of L1 transfer, overgeneralization of L2 rules and semantic features. (Selinker, 1972)
 - What he is doing? (a Chinese language)
 - Why this guy say, stop? (Spanish)
 - Why the bus driver can't stop for him? (French) - (Tarone & Swierzbins, 2009)



Normal Processes of Second Language Acquisition

- Fossilization – Those L2 errors that remain firmly entrenched despite good L2 proficiency
 - Critical Period Hypothesis (CPH) – inevitable in those who learn a language beyond puberty
 - Those within the CPH are not invulnerable
 - Can be temporary or permanent
 - Happens in more intuitive aspects of a language (cadence, pronunciation, idiom use)
 - Phonological, morphological, syntactic, semantic, and pragmatic fossilizations
 - Ex. - Incorrect use of prepositions (in/on confusion) – “I left it in the table”
 - Wh-questions without auxiliaries – “Why he like that?”
 - /θ/ does not appear in many languages, so even those with native like pronunciation, may have difficulty with this and other sounds



Normal Processes of Second Language Acquisition

- Silent Period – Period of listening (heightened receptivity) and little or no production. In children this may last 3-6 months.
 - This has been linked to learners who are introverts
 - Some L2 learners may not exhibit a silent period
- NEWER RESEARCH CASTS DOUBT on Silent Period (Roberts, 2014) –
 - Evidence of a silent, non-verbal, pre-production, or receptive language stage was limited



Normal Processes of Second Language Acquisition

- Codeswitching and Codemixing - Speakers alternate between two or more languages (or dialects) in one phrase, sentence, or conversation. Generally a normal phenomena.
 - Gracias for the lovely gift. Está awesome. (Spanish + English)
 - Pwede ba tayo mag dinner sa Barney's Burgers later? I want protein! (Tagalog + English)
 - Are we eating chez ta mère demain? (English + French)
 - Saweyti l-homework tabaa'ik? (Arabic + English)
 - Nó cònđ đang celebrate cái sinh nhật. (Vietnamese + English)
 - Ní yào qù get pizza with me ma? (Mandarin + English)
 - If you have an exam next week, şimdiden çalışmaya başlamalısın. (English + Turkish)
- Language Loss (or language attrition) – “Use it or lose it”. Occurs when L1 skills and proficiency diminish with lack of use or exposure. L2 becomes more predominant.



Differences from First Language Acquisition

- Amount, type and variation of input may differ between 1st and 2nd language acquisition
- Increased age, cognitive maturity, and more extensive language experiences are variables which serve to enhance the process
- L2 learners may capitalize on cognitive strategies unavailable to first language learners (mnemonics for new vocabulary, may have literacy skill in L1, use of cognates, etc.)



Typical Dual Language Phenomena

- Forward Transfer: L1 to L2 (individual uses what is known in L1 into L2)
- Backward Transfer: L2 to L1 (as children get to school, this may occur; applying rules in English to L1)
- Amalgamation: One set of properties for both languages (transition, such as the use of vowels that are not in either language)



LANGUAGE EXPERIENCE CLASSIFICATION

(Peña, Gillam, Bedore, & Bohman, 2011)

Bilingual Evals are completed
with those who fall in these
categories

- Functional Monolingual English
 - 80% or more English or more English input-output
- Bilingual English Dominant
 - 60-80% English input-output
- Balanced Bilingual
 - 40-60% input output in each language.
- Bilingual Dominant (Spanish, Navajo, French, Punjabi, etc.)
 - 60-80% Other language input-output
- Functional Monolingual Other
 - 80% or more other language input-output



Important to note that Language Dominance is not static, it's fluid

- It changes over time, and with age, as the child becomes more educated in one language over the other and matures
- It changes depending on the task



Language Development in Internationally Adopted Children



Who Are Internationally Adopted (IA) Children?

- Children who are adopted by families who speak a different language from what was spoken by the children before the adoption.
- “Cross-Language adopted children” - Not all adopted international children have to learn a new language. (Paradis, Genesee, & Crago, 2011, p 146)
- Often, the use of their first language stops completely, abruptly; the children stop learning their L1 once they are adopted
- Most of these children do not become bilingual
- Second first language acquisition (Glennen, 2002). The L2 (adoptive language) is acquired like the first, particularly in infants/toddlers



Importance of Background

- Many internationally adopted children are raised in orphanages or foster homes prior to adoption
- Countries vary greatly in how they care for children who are up for adoption
- Depending on conditions, these children may face:
 - High risk environments
 - Lack of interpersonal relationships
 - Low caregiver-child ratios
 - Lack of stimulation
 - Impoverished language experiences (Paradis et al, 2011)



What does the research say about IA children's language development?

- Glennen, 2009 – After 2.5 months IA children from Eastern Europe understood words and simple phrases, and even produced some words
- Geren, 2005 – After 3 months, adoptees from China had vocabularies like 24 month old non-adopted children (MacArthur Bates)
- Glennen et al 2005, Snedeker & Geren, 2005 - IA children demonstrated same pattern of acquisition as non-adopted children. (An exception in acquisition of morphemes, which was slightly delayed in one study on Russian children)
- Paradis et al, 2011, cite multiple studies that report that in various standardized language measures, IA children scored within average range before entering school, age 5



Why do young IA children appear to learn language relatively quickly?

- Supportive environment. Parents are typically
 - highly educated,
 - older,
 - high socio-economic status (SES),
 - are screened, vetted,
 - may receive parenting classes as a prerequisite to adoption,
 - (Supportive studies reviewed in Paradis et al, 2011)



Factors Influencing Language Development in IA children

- Age at adoption
 - Younger adoptees typically develop language similarly to non adoptees during preschool years, and sooner, than older adoptees (Glennen & Masters, 2002)
 - Older adoptees make faster initial progress, but are slower at gaining equal fluency to peers
- Existing risks:
 - Long term deprivation (6 months) prior to adoption can lead to language delays and other problems (Croft et al, 2007)
 - Attachment issues
 - Reason they are put up for adoption vary and may influence how the behaviors they present
 - Adoptive Family support



Atypical Language Development



Case Studies Revisited

- Eun (Korean)
- Flor (Mexican)
- Nizhoni
 - (Native American Dine/Navajo)
- Javed (Iranian)



Atypical Language Development in Bilingual Children

- Low vocabulary size during early childhood (below age 3) per parent report (Fenson, et al, 2007)
 - Conceptual vocabulary count in both languages, including doublets (two words in two different languages with same meaning)
 - Excluding doublets might underestimate a bilingual child's knowledge
 - A child could have 2 different meanings for an item in each language
 - Are “dog” and “perro” really the same thing for a bilingual child?
- Low verb accuracy rates (difficulty with verb morphology use (Gutierrez-Clellen, et al 2008)



Atypical Language Development in Bilingual Children

- Weaker narrative structure (Henderson, 2018; Iluz-Cohen & Walters, 2011)
- Difficulty with non-word repetition tasks (phonological processing and auditory memory) (Armon-Lotem & Chiat, 2012; Thordardottir & Brandeker, 2013; Meir & Armon-Lotem, 2013)



Bilingualism Myths and Fallacies



1. Students with exceptionalities cannot learn two (or more) languages. FALSE

- The reality is that the MUST develop fluency in English (their L2) in order to participate in schools.
- Their acquisition of L2 may mirror their L1 acquisition (acquisition may be slower)
- L1 will still be needed to communicate with family and within their social circle.
- This notion can be devastating to students with disabilities



2. Bilingualism exacerbates language difficulties in children with disabilities. FALSE

Research with children with various disabilities has not found this assertion to be true:

Language impairment – **NO** (e.g., Kohnert et al., 2005; Paradis, Crago, & Genesee, 2003; Pena, Gilla Bedore, & Bohman, 2011)

Reading disability – **NO** (e.g., Genesee, SRCD 2011; Myers, 2011; Thomas & Collier, 2010)

Down Syndrome – **NO** (e.g., Kay-Raining Bird et al, 2005; Feltmate & Kay-Raining Bird, 2008; Kay-Raining Bird, 2016)

Hearing Impairment – **NO** (e.g., Bunta & Douglas, 2013; McConkey Robins et al., 2004; Thomas et al., 2008; Waitzman et al, 2003)

Autism Spectrum Disorder – **NO** (e.g., Hably & Fombonne, 2012, 2014; Lim et al., 2019; Peterson et al., 2011; Ohasi et al., 2012; Valiventi-McDermott et al., 2013; Gonzalez-Barrero & Nadig, 2017; Zhou et al., 2017)



3. Families of CLD students should speak with their children at home in English. FALSE

- Children will acquire a L2 best, if their first language is well established.
- Parents can provide richer more complex language in their native language. It doesn't matter what language basic concepts are developed, children will eventually translate them to English.
- This advice can cause disruptions in the family unit and mistrust of professionals
- Caregivers who are unable to talk to their children lose their ability to:
 - Influence
 - Communicate values
 - Pass down beliefs,
 - Communicate wisdom
 - Give advice and opinions
 - Share humor
 - Share family stories
 - Communicate deeply at all levels. Reduces communication to superficial. (Wong Fillmore, 1991b)
 - If you were in Japan, would you be able to speak only Japanese to your own children after a few months? A year? Two years?



4. Acquiring more than one language is difficult, it confuses children, and may lead to language delay, impaired cognitive abilities, and academic problems. FALSE

- Bilingualism is a part of everyday life all over the world. Around half of the world's population is bilingual.
- Multilingualism is common as well, 3, 5, 6 languages is not unusual in many places.
- Bilingualism is often seen as a deficit in schools in the US. Leads to:
 - Lower expectations
 - Less access to quality education
- Already stated positive influences of benefits abound, such as concepts learned in one language transfer to others (Krashen, 1996) as well as vocabulary (Cunning & Graham, 2000).
- Bilingualism is a benefit in the current national and international context. Bilingualism is a highly sought-after skill for employment.
- There is NO EVIDENCE that bilingualism is harmful.



5. Some bilinguals don't speak any language and are a lingual or semilingual. FALSE

- Students may be developing languages and it may be a temporary stage (such as silent period).
- Check cultural norms. In some cultures, children are discouraged from speaking freely to adults, they are expected to listen.
- Could be a sign of language attrition.
- Child may not speak the mainstream English dialect.
- Can be a sign of an impairment. It is not typical for dual language learners not to communicate.



6. Cognitive and academic development in native language causes disruption in the acquisition of a second language acquisition. FALSE

- The most significant student background variable is the amount of formal schooling students have received in their first language.
- Across all program treatments, non-native speakers being schooled in a second language for part or all of the school day typically do reasonably well in the early years of schooling (kindergarten through second or third grade).
- From fourth grade on through middle school and high school, when the academic and cognitive demands of the curriculum rapidly increase with each succeeding year, students with little or no academic and cognitive development in their first language do less and less well as they move into upper grades.

7. The older a person is, the harder it is to acquire a second language? FALSE

- Acquiring native-like pronunciation in a second language, is easier for children. This doesn't mean it's impossible for adult learners to sound "native-like"- it may just be more difficult.
- Acquiring grammar, vocabulary, syntax, and literacy, is easier for older learners because they already have developed proficiency in these areas in their native language, and this language ability "transfers" to another language.
- Older immigrant students whose native language literacy skills are well developed acquire English proficiency significantly faster than younger immigrant students. (Cummins, 1994)
- The ease and speed of learning a second language also depends on:
 - motivation
 - attitudes toward the two languages
 - social context
 - learning environment



8. Once students can speak English, they are ready to undertake the academic tasks of the mainstream classroom. FALSE

- Children can speak and socialize way before they can use language for academic purposes.
- BICS (Basic Interpersonal Communication Skills) are acquired first. This is social language such as the language needed to interact on the playground and in the classroom. It usually takes students 1-3 years to completely develop this social language.
- Children will also develop CALP (Cognitive Academic Language Proficiency) skills. This is the language needed to undertake academic tasks in the mainstream classroom. It includes content-specific vocabulary. It usually takes students from 3 to 7 years or longer to develop CALP.



9. Mixing languages is a sign of laziness in bilinguals FALSE

- Code-switching is very common behavior in bilinguals speaking to other bilinguals.
- Many expressions and words are better said in one or the other language.
- Bilinguals tend to know in what situations this is appropriate, and when mixing is not, for example, when speaking to monolinguals.



10. Bilinguals have equal and perfect knowledge of their languages. FALSE

- Bilinguals know their languages to the levels that they are required to.
- There are different levels of dominance. Language fluency is diverse with bilinguals, just like it is with monolinguals.
- A very small minority have equal and perfect fluency in their languages.



Is bilingualism good? YES

- A “Cognitive Flexibility” has been found in bilinguals, not found in monolinguals (Baker, 1993; Bialystok, 2001, Lambert, 1962).
- Heightened ability in the area of concept formation and higher levels of abstract thought have been found (Diaz, 1985; Zelasko & Antunez, 2000).
- 2 - 3 years ahead in semantic development (Baker, 1993; Bialystok, 1991)
- (The following articles also address the benefits of bilingualism: Bialystok & Craik, 2010; Diamond, 2010; Friesen et al, 2014, Kesler & Quinn, 1980)



Dialects



Background - Dialects

- About 160 English dialects worldwide
- Roughly 30 regional English dialects in the USA
- Greater variety of English dialects in the eastern, most populated sections of the country
- Consider that each language spoken also has regional dialects of that language
- Consider that each dialect may also be informed or influenced by other languages, or dialects



Many Dialects of English

- How do regional dialects come to be?
 - Differences increase to degree of communicative isolation (ex. America, Australia, England)
- How do changes happen?
 - Gradually
 - Starts in one region and slowly spreads
 - Takes several generations of speakers



Dialects – Cultural and Regional

- Cultural
- African American Vernacular
- Appalachian
- General American
- Hawaiian Pidgin
- Chicano
- Native American
- Pennsylvania Dutch
- Yinglish
- Hawaiian Pidgin

Regional

Northeastern

Baltimorese, Boston, Maine-New Hampshire, Philly

Mid-Atlantic - *Virginia*

Midwest

Dakotas, Michigan, Upstate New York

Southern English

Appalachian, Cajun, Texan

Western

California, Arizona, Utah, Washington



Example of a Cultural Dialect: Hawaiian Pidgin English

- Da baby cute. (or) Cute, da baby. (The baby is cute)
- Da book stay on top da table. (The book is on the table).
- "Ho, cuz, I like sample" (Could I have some?)
- "You like try dat?" (Do you want to try it?)
- "No can" (I can't)



Standard American English (SAE)

- The dialect used:
 - By political leaders, businesses, upper socioeconomic classes, in literature or printed documents, the dialect taught in schools
- ...The correct form of English (?)
- The dialect of English that many Americans almost speak.
- SAE is an idealization; nobody speaks it but everyone strives to speak it
- SAE is not defined precisely...its grammar is but phonology and pragmatics varies.



Fluency in Cultural Dialects

- Fluency in another language is not required
- Cultural dialects contain specific, consistent, and predictable characteristics that make the dialects unique.
- These dialects are an important part of the family and community.



Does language change equal corruption?

- Our dialect is neither better nor worse than another, nor purer nor more corrupt; it is simply different!



SAE vs Cultural Dialects

- Does an individual have to choose between dialects? NO
 - Individual are taught to speak, read and write Standard American English (SAE) in formal academic settings.
 - However, individuals need to identify positively with their home, family, community dialect and understand the importance this dialect has in their lives
 - Individuals can be bicultural/multicultural and bilingual/multilingual
 - Individuals should be encouraged to explore their use of their dialects, to discover and embrace their ability to communicate using different dialects for different settings.



What does this mean to SLPs?

- Just because a family report speaking English does not mean that they speak the mainstream English dialect.
- A child may not do well on assessments standardized on mainstream English speakers, particularly if there are no cultural dialects reported in the norms.
- Children who speak non-standard dialects need time to learn academic SAE (CALP), the dialect of learning in US schools.
- To address the question of “is it a dialect difference or is it a language disorder?”, SLPs need to be aware of the regional and cultural dialects in their community and understand:
 - Speech sound differences
 - Differences in syntax
 - Differences in vocabulary and semantics
 - Pragmatic differences



Summary Q & A



References

- See handout #1 for references
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