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

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- [Amy] And again, at this time, it is a pleasure to introduce Dr. Fe Gonzalez-Murray who will be presenting Dual Language Development, what's typical and what's not. Fe Gonzalez-Murray is an associate clinical professor in the Department of Communication Sciences and Disorders at Northern Arizona University. Prior to joining the faculty there, she worked as an SLP for 25 years in various settings. She currently consults and presents on issues related to bilingualism and cultural reciprocity and supervises students in bilingual evaluations and service delivery. So welcome Fe, thank you so much for joining us today.

- [Fe] Thank you, Amy, it's my pleasure to present for SpeechPathology.com on a topic that I'm very passionate about. I'm gonna first give you my disclosures. I am receiving an honorarium for this presentation. Unfortunately I haven't published a book yet and I have no products to sell. So that's the disclosure there and the learning will not focus on any specific product and this course is being presented by SpeechPathology.com. Let me begin by giving you an introduction to myself, who I am, everything that I study, that I believe is because of my experience, my lived experience, just like you and so my lenses are covered by my experience with my life. I came to the US when I was 10 years old, I didn't speak English and so I'm a second language learner.

I am from Cuba, so that's the dialect of Spanish that I grew up speaking, I was educated in Cuba and Spain in primary school and started my schooling here in the US. After I came here, I studied and was educated in English throughout my middle school, high school, undergrad, grad and beyond in English. And so I received a degree in Speech Language Pathology just like you all have with the same coursework that most of you guys do or have. You know, I graduated quite a long time ago, so at that time there was really no discussion about diversity or bilingualism or these issues that I'm gonna be speaking to you about. And even though I grew up bilingual, even though I was a monolingual English-Spanish speaker for a long time and learned to speak English, I did not have any education in bilingualism or in bilingual language

development and so my viewpoint at that time was just as a speech language pathologist in my early years was just about my experience and my family's experience, that's all I knew.

And as I began to work in the field I began to realize that I didn't have the information that I needed in order to practice effectively. I was missing something from my education and you know this is why you're here, right? You're trying to fill in some of the questions that you have about bilingualism and so I'm going to impart some of the knowledge that I've acquired. And I want you to know that as far as the flavor of this presentation is gonna be geared towards people that know nothing about it. So this is an introductory course, so I hope I don't come across as condescending. I'm gonna pretend that this is brand new to you like it was brand new to me when I first started investigating these issues.

And so I'm giving you information that I wish I had probably the first 12 years of my career and then slowly I began to chip away at it. And I'm still learning, it's still a learning process. And hopefully I will be able to give you information today that will catapult your continued learning. So after today, I hope that you will be able to describe characteristics of bilingual and second language development. I'm hoping that you can explain the differences between typical and atypical language development in dual language learners and we're gonna be talking about some myths, you know, speech pathologists are asked a lot of questions by parents, right, and by families. And so we need to be able to know what some of the great myths are about bilingual language development.

We're gonna talk about who dual language learners are. That's the new term DLL and you'll see that quite a bit, dual language learners. We're gonna talk about theories of bilingualism. We're gonna spend some time in that because it's important that you know the background and a lot of these theories are older but we're gonna talk about

that. We're gonna talk about the normal process of how someone learns a second language. We're gonna talk about for a very short period of time about language development in internationally adopted children, 'cause that is like an entire presentation in itself. We're gonna discuss the myth busters And then my favorite part is gonna be to talk about the dialects, simultaneous and sequential development of the dialects that we hear.

So that's gonna be fun and we'll have some time for question and answer afterwards. So that's a summary of what we're gonna be doing. So who are these dual language learners? Here's my Grand Canyon, I'm from Arizona, so I had to advertise our state here, who are these language learners? Well, as you may know, there are over 350 languages that are spoken widely across the United States. And I put in here the most commonly spoken is English obviously and many different dialects of English depending on where you live and what your language background is. Spanish is the most common language that's spoken, 75% of those who speak a second language or that speak another language other than English speaks Spanish.

There are very many various Chinese languages and then dialects, so this is Mandarin and Cantonese and believe it or not, that is one of the highest, most spoken languages in our country, also French, including Cajun and French Creole, Tagalog which is also known as Filipino by some, Vietnamese, Korean, German, Arabic and Russian. And then of course there are many more languages that are spoken. There also have been indigenous languages that are not spoken as much as these, more commonly international languages. This speaks to me because I spent a great deal of time working in and around Native American reservations. These languages are not supported by society. They have very few speakers. There are no other countries that are feeding in.

If I stopped speaking Spanish and my family stopped speaking Spanish, it will not decimate the Spanish language. There are many countries that speak Spanish and so it will continue to flourish. But when a native language and indigenous language is lost, there are no other countries to bring in new speakers. It is lost forever and so there are fewer and fewer speakers of indigenous languages. There's a lot of acculturation that has happened with the overarching culture and language of this country. And there's quite a bit of language loss in indigenous languages, so who are dual language learners? Well, it's very complicated, it's a spectrum. And so, you know, you can be someone who speaks just one language 100% of the time, L1, and then maybe some of you have taken other courses, maybe you have taken Korean because you like BTS, you know, the K-pop group and so now you're starting to learn maybe Korean.

And so maybe you know, have groups that you get together with online or whatever and maybe you speak a 100% English all the time and then with these groups an hour a day or maybe even less you might be exposed to another language. And so the continuum as you can see here continues, it could be somebody who speaks at work all 100% English and then they go home and they speak another language a 100% of the time, most of the time it's you know, in between there's code switching that happens, it's a very broad spectrum and so the language proficiency, you know slides across the spectrum and it's not static. It changes depending on the situations and depending on, you know, a variety of reasons.

So it's not really very neat, when we talk about, oh you know, this child or this adult that's coming to see me, he's bilingual, or he's a dual language learner, well, what does that mean? We have to find out does it mean it's 50/50 L1 and L2, it's hardly ever this simple, you know, is it 80 to 20, is it 90 to 10, who knows? And so it becomes a case study that we do. We have to dig to find out the truth because sometimes our own clients don't really know. So those are levels of bilingualism. And those of you who

might be listening who are bilingual might be able to maybe pick yourself out, you know, as far as how bilingual you are.

There are limited bilingual, they are limited in two languages and so sometimes often when a child is learning two languages at the same time, you know, they're often limited in both those languages. And so that's kind of has negative effects, because it obviously affects your ability to communicate with those around you. There's a less balanced bilinguals. Those are usually dominant in one language. They might have appropriate competence in one but not both languages and that's neither positive nor negative, many of us fall into that category. There are the balanced bilinguals. Bilingually they're proficient in both languages, I think at one point that might've been me when I was doing interpreting in courts and such that I felt very confident in Spanish and I felt very confident in English, in certain arenas.

And so that's a very good place to be. A lot of people are not balanced because of their work situation or their home situations. There are auditory comprehensive style bilinguals, those are passive bilinguals is someone who has listening comprehension and many of us fall into that category that we understand what's being said. I understand a lot of Portuguese. I understand a lot of Italian, I took French. I understand some French, but I have a really difficult time expressing myself in those languages. There's a conversational style bilingual, is someone who can speak in both languages but they cannot read and write in maybe one of them. And so they have a conversational, but maybe not academic bilingualism and they're unable to read and write in that language.

And that's very common with the indigenous languages. Then there are some very few people who are reading and writing style bilinguals, someone they can't converse but they can read and write the language, very unusual but I actually do know people that fall into that category. So dual language learners acquire two or more languages. Now,

how that happens is all over the place, right? Because it depends on how old you are when you're exposed to that second language. It depends how much of that second language you're hearing or that first language. It depends in which context you practice. You know, I continued to learn Spanish because I went to church in a Spanish speaking congregation. And so we read scripture and we sang in that language.

My religious language for a long time was Spanish. And so it depends on the social context but of course my academic language is so much richer in English because that's how I was instructed. You know, it also depends on the child or the adult's cognitive skills, the educational history, someone who is, you know educated in a different country has a different experience when they're acquiring a second language, the educational support, the support that you're given at school. Socio economic status is a big to-do here because that affords some people tutors, it also affords them a different type of education, sometimes the families are not very educated formally and that affects how they continue to teach their primary language.

Access to resources, the immigration status, is really important to know their immigration status, to find out more about how they will access that second language, you know, some people are here for just a short period of time and they don't really need to learn English or maybe because they're going back, they're not as motivated. Maybe they're here and they left a place that was war-torn and they wanna just become completely acculturated with this country and want to leave their language behind. There are many different reasons and then family dynamics, how many kids are in the family, how many adults? How many people in that family speak this one language versus the other? The community and the family and the individual feelings about language, I just evaluated a child a couple of weeks ago, right before Christmas, so it's a little while ago who doesn't want anything to do with his primary heritage language, he has a negative attitude towards it.

His community also has a negative attitude towards it. So that will affect how that child decides to learn a second language and then there's motivation. Work motivation, social motivation, different reasons. So all of these variables and many more will influence how someone learns a second language. Let's talk a little bit about a few cases about how people tend to learn languages. This is Amina and Amina and just by so that you know, these cases are based on real cases that I have encountered. The names and the countries and some of the situations have been changed to preserve confidentiality. So this is actually not Amina, this is my niece. So that you know that I'm also not using real pictures, but Amina was born in the United States.

She's three years old, she was born in the US. Her parents are in the United States on student visas. Both of them are fluent English speakers. They are from Bosnia-Herzegovina and they speak Bosnian which is a standard variety of the Serbo-Croatian language. They speak that to each other but they have decided that they just wanna speak English to Amina. So whenever they talk to her, they speak to her in English. And the English that they speak to her is influenced by their Bostonian in phonology, their pronunciation, semantics, sometimes they use false cognates or sometimes they maybe code switch and use Bosnian when they're speaking to her. But they try not to most of their friends are English speakers and that's who they socialize with.

They have all of their family are in Bosnia and they communicate to them by phone and put their child on the phone, but they are wanting to raise their child, they want her to learn to speak English and so that's what they're doing. So think about how she's being raised and how her ability to express herself in her parents' native language, how that might be affected by the fact that they're only speaking to her in English. However, what does that English look like? And what happens when they're speaking to each other and she's in the room and she truly not being exposed to English. So as a parent

is answering a questionnaire, let's say that she is referred for an evaluation and you ask, well what language do you speak at home?

They will say, oh, we speak only English, okay. The next one is Eva, Eva's family immigrated to the US when Emma was eight years old from Mexico, she's now 10. She went to school in Mexico and could at one point read and write Spanish at the second grade level. Her parents speak to her exclusively in Spanish at home. Eva is now after being here for two years, she's speaking social English and she speaks that at home with her siblings as well. She'll switch to Spanish when she's speaking to her parents and there has been no formal Spanish instruction, academically, since she arrived in the United States. So her Spanish language is solely being supported by her parents, her parents hope that she continues to speak Spanish so she can communicate with family when they visit Mexico.

And the next one is Jae-Ho, he's from South Korea and he is six years old, he came to the US with his parents at age three, speaking only Korean and was introduced to English at a Montessori school at age four, where he was immersed into the English language. His mother speaks to him in Korean only and his father lives in Korea, he could not find a job here, so you know, he speaks to him through FaceTime regularly, and every summer, the mother and the son go to Korea, to South Korea and they spend their summers there with the family and with the dad. And they've done this since they moved here. And so Jae-Ho is understanding Korean and his fluency depends on how close he is to those summer months but he is now beginning to speak or respond to mom in English when she speaks to him.

Because she understands English, she often responds to English and then reverts back to Korean. She is giving him lessons, Korean lessons. She has purchased from online all kinds of material to be able to continue to teach him in Korean and she reads to him in Korean and she's trying to preserve the language. So as you can see these three

cases are very, very different and that's why it's really difficult to come up with standardized ways to address bilingualism in our evaluation. That's why we need to understand the different models. So that's what we're gonna talk about next. So I'm gonna highlight three people whose models help me to understand this process a little bit better.

One of them is you might have heard of Stephen Krashen, he's considered the father of bilingual education in California or just as a whole. As you can see he talks about the acquisition learning distinction, the way that adults learn the second language which is L2. Children tend to learn language subconsciously. They don't really think about it and so they will just pick it up, you know and that way there are adults who just don't think about, you know, they're exposed to English at school or at work and they start to learn English, just sort of by being around it and hearing the same phrases and the same conversation, so it's like, it's not conscious. There's also implicit learning and this is a conscious knowledge, so you're learning the second language consciously.

You're learning about grammatical rules and it's more like the formal learning. And many of you who took second language in high school, or even as, you know, older probably can relate to this. You probably had more implicit learning where you learned maybe a variety of dialogues and you repeated them back and forth. And you talked about conjugating verbs and conjugating verbs and such and so that's implicit learning. Let's say that you were to move to a different country and you hear it all the time. You might be doing some of that subconscious learning as well so that's one of the hypothesis. And another one's called the Natural Order Hypothesis. And this is where he talks about grammar being acquired in a pretty predictable way, kinda like a Brown's morphemes when you talk about I-N-G, E-D-S and so, in second language learning there is also a natural order in the way that we learn language.

For example, we might learn, I-N-G plural copula before you learn the progressive, before you learn the irregular verb, before you learn the irregular past, et cetera, so there tends to be a pattern to second language learning. That doesn't mean that we should teach second language that way, because we we don't know how long someone is in a certain place in their in their learning. So we should just expose people to a second language, you know and that's my belief and not necessarily teach it this way, I don't want you to get the wrong impression. Transitional forms or predictable errors occur naturally. And predictably for examples, I know like this one, acquiring W-H question forms.

Some of those things are pretty natural in the way that people learn second language. There's he talks about the Monitor Hypothesis and this is usually you're editing, you're doing self correction, this is usually when you're first starting to learn a language. You might practice it in your head, you might say a phrase a few times, and then you know, you try it out. So you have to know the rule in order to use it. Sometimes you over-generalize maybe a past rule and you correct yourself, so usually this is something that we've seen mostly as far as monitoring, it's mostly in written, 'cause you have to have the time to do it, to review it and edit it.

You don't necessarily do that conversationally. The biggest hypothesis that is attributed or talked about as far as Krashen is concerned is the Input Hypothesis. When he talks about requiring, you know, acquiring meaning first and talks about comprehensible input and this comes from Vigosky, that learners acquire language from input first, right? And then the way that they learn it is by maybe having, doing the I, which is the current competence what I know and then a little bit more, pushing a little bit more. So the focus is on understanding the meaning and not necessarily understanding the form of the message. You're focusing on meaning and taking it from social cues and from the environment, from contexts. This is counter how we're taught in school as a second language.

So it's very similar to the way that we teach our children naturally as parents or as caregivers, where we maybe do not speak to a one-year old like we would to our spouse or significant other. We tend to make things phrase shorter, more concrete. We talk about the here and now and that tends to be the way that second language learners learn. They learn about the concrete, the now, what's necessary. And then they start to build on that. He also talked about the Affective Filter Hypothesis and he says that these kinds of things can block access to learning a second language. Motivation, self-confidence and anxiety. And so we're talking about putting children in situations where they're learning a second language or an adult.

We need to make sure that their motivation is high, you know, making the reason why they're learning a second language something that's attractive to them. We need to give them you know, good self-confidence so they can practice and feel confident about themselves and we need to lower the anxiety that comes from that because no one learns when they're anxious and when they have low self-confidence. Lilly Wong Fillmore is also someone else who talked about the social interaction between second and first language. She says that one of the necessary components of learning a second language is you yourself, right? And then there's a speaker and then there's a social setting, so. And then James Cummins is the one that maybe you have heard more about in your studies especially if you work in the schools, you may have learned more about the idea of conversation academic language, BICS and CALP and then the linguistic interdependence principle which is common underlying proficiency, if you are proficient in one language, then it helps you when you're learning a second language, it's actually one of the strongest arguments about bilingual education.

There's also the additive bilingual enrichment principle which means that you can learn a second language without actually having it be a detriment to your first language and then there's the positive cognitive academic linguistic benefits. Even for individuals

with intellectual disabilities, with communication disorders, bilingualism actually has positive effects all the way around. Subtractive bilingualism is also a term that's attributed to James Cummins and that's when one language is replaced by another. So there's a little bit of controversial ideas that are floating around regarding this particular model and that some children are limited in both language and they see that as a result of cognitive deficit. That's not necessarily true and it's something that's contested by researchers, blaming the poor academic achievement of a child while he's learning a second language, there is a time period in language development when sometimes a child is weak in both languages and we'll discuss that a little bit more in a bit.

Okay, so let's talk about BICS and CALP, this was big to me. According to James Cummins, there are two dimensions of language that are conceptually distinct and one of them is conversational language or everyday social language that we use and the other one is academic. And the reason that we're making this distinction is just because many of us assume that when someone is speaking socially that they are fluent English speakers, and that may not be necessarily so. Basic Interpersonal Communication Skills, BICS, it's also known as context embedded face-to-face, communicative proficiency and it usually takes around, you know, anywhere from, you know, months to two years to develop to the level commensurate with someone who has been speaking that first language all their whole life.

So it just depends on exposure to that second language, how quickly you will become a proficient in that second language. So it's the everyday language that we, hey, I mean, I remember one of the first words that I learned in English was shut up. Everybody was just like, it was screamed in the playground all the time and can I play it's my turn, you know, those kinds of things. And I became really very, very, I think about three months into my being immersed in English, I was able to have conversations pretty well on the playground at school and everybody thought it was a

genius but really I wasn't. Basic fluency, they might have the phonology skills, able to pronounce the words, the use of familiar phrases.

They're the visible aspects of language, okay? So playground, locker room language. The individual with adequate BICS can use English phrases, can carry on intelligible conversations about what's going on right now. They can interact with their peers and they can pass some simple BICS, oriented language proficiency tests. Oh, what's your name, how old are you? Who's your teacher, what's your favorite game? What do you like to watch on TV? Those are very easy type of conversational questions that if you're trying to look at somebody proficiency, someone that has good BICS has no problems with that. It is expected that children who are entering kindergarten, come to kindergarten as a five-year-old, with fully developed BICS in their language.

So in English once you started school when you were in kindergarten, you know, you were fluent in your language and that's what's expected. And you know, we have this of 2,500 I mean, minimum, you know that by the time a child enters kindergarten, it's way over that, the curriculum is developed to build upon that, so once you enter school, you start learning an academic language that's built on your basic language. We're not taught to communicate socially at school. It's assumed that we already come with those skills. So Cognitive-Academic Language Proficiency CALP is also known as Context-Reduced, Academic Communicative Proficiency. This is the language that's necessary for us to communicate in academic settings at a higher level, more intellectual level.

It usually takes from the time a child is exposed to a second language, five to seven years to develop this more in-depth way of communicating, to a level that's commensurate with that of a monolingual L1 speaker. So it may take seven to 10 years for an English language learner to catch up to their peers. So think about that, they start in kindergarten, let's add seven years to that, you know? If they are exposed for

the first time to English in kindergarten and let's say that they have a full other language, then three years to, you know, one to two years to learn basic language. That's, you know what, like first, second grade and then you know, an additional five years to be able to speak with fluency at an academic level.

That's middle school, you're thinking about that. And so especially if a child is not supported by their native language, so they have nothing to really catapult from. The child with developing CALP may have difficulty. I didn't know that was animated, sorry about that. They have difficulty performing well on standardized tests, like the IQ tests that we give in that second language the speech language evaluations that we give. You know, any tests at school are gonna be difficult, right? For someone who is still maybe interpreting, translating in their brain, performing adequately in cognitive demanding classroom activities are also gonna be difficult, like, you know, writing essays, doing comparatives, you know, often CALP is a specialized language of learning.

It is the language that we use to learn. It is that abstract language that allows us to think through complex ideas. It's not so visible socially, right? But it's visible in the classroom. And like, you know, when you look a sentence like, the shot went out because the tennis ball went over the baseline before bouncing once, that is one sentence without any commas. And you kinda have to think about that a little bit as more complex than, hey. So if you want the child to explain a cell structure, maybe analyze poetry, defend a point of view, summarize a reading selection in the retell, depending on the kind of retell we have a child do, there might be some social skills that are involved there especially if they have experience with what they're trying to tell.

But when you're talking about, you know, on your own, doing more about in depth analysis, contrasting, coming up with a point of view and defending it, those are difficult and require CALP. Taking notes, what's important to right here, writing a

research paper, taking exams like the SAT and the ACT, thinking critically, analyzing, comparing, contrasting, answering questions, et cetera. This occurs more often in written text when we're dealing with the written word, you know, look at the back of your chapter and answer questions, you know, odd questions, et cetera. Those would require academic skills or CALP. So here we go, some animation again Keep you entertained I suppose. Students with good BICS with good social emotional or social language skills may struggle academically.

And so they may get referred because people are saying, hey you know, he can't answer questions. He can't, you know, do the work and they appear fluent. And you might ask the family what language does he speak at home and they might say, oh, he's just speaking English now. So good BICS doesn't necessarily mean they have good CALP, okay? Many bilingual family members or those who speak a non standard dialect appear to us like their English is fine, right? So they come to our meetings, you know, maybe we meet them in our private clinic or at an IEP meeting and they say, hi, how are you doing? Oh, but what happened to you, did you break your arm?

Oh yeah I fell down and then you go into the meeting and you start talking about, you know, standard scores and you start talking about comprehensive, you know, maybe strategies for understanding language and then the parent gets lost because they don't have the academic language to have that conversation with you. And they just nod their heads and they don't participate. And maybe you didn't include an interpreter in the meeting because you talked to them on the phone they seemed fine. And they seemed fine socially, but they're not fine. They're not at the level of fluency academically because they haven't had maybe classes in English, okay? So it's interesting to think about that, that they may struggle to read newsletters and emails and progress reports and forms that we send them, you know, read the form and sign your consent.

They may not understand that because their level of English proficiency is at the BICS level, in some families that they remain at the BICS level they don't grow into the CALP level because that's that academic language proficiency area, okay. So here is a level of proficiency and we have the orange bar that you see is native English speakers and then the gray bar is English learners. And so, you know, those second language learners are always trying to catch up, right? And so if you could see that when you have that basic academic language or the basic social skills, interpersonal social skills, that doesn't really necessarily change maybe you have more vocabulary as you grow older, but you know, we've got English down, the interpersonal skills down by the time we enter kindergarten, doesn't change very much, you know, but the English learners can catch up.

The level of proficiency academically. The native English speakers are always improving that and so then you have the second language learners who are always trying to catch up, right? And they can, but it's just more difficult. And we just need to be aware of that. So here's a little drawing of an iceberg. You know, the top is what we see is that social language, the conversational language but underneath, we are unable to see that and it's difficult for us to judge what somebody's academic language proficiency really is. So we have the above the water, the conversational below the surface, the cognitive processes, the language processes. We need to have fluency in both parts. We need to be able to assess both parts and to consider both parts of this Iceberg Model of these two levels in order to determine if a child is proficient in that primary language.

And we have here again, this is back to Krashen, or I'm sorry, this is the common underlying proficiency is actually Cummins, where if you have you're fluent in English, you're fluent in Spanish, but academic language actually is something that can carry on if you're able to think critically in one language that transfers to the other language, you might not have necessarily the vocabulary to express yourself at that level at that

time, but you're able to think through because you have a language, another language that will help you to do that. So here's a graph and the top part is the cognitively undemanding easy stuff. I don't know why that's so big, sorry. It's not more important than the bottom which is the cognitive, demanding and more difficult.

On the one side we have context embedded and the other side, we have context reduced. So the easiest classes where we put all our kids that are you know, they're struggling, right? Oh, they do so well in art and music and PE and they're such artists and they do really well, you know, in sports. Well, that's an easy cognitively undemanding activity. And I would say that music is not an easy cognitive activity, it's a different language, yeah, but you don't necessarily need to be fluent in English or Spanish to be able to be fluent in music is what I'm trying to say. On the other side we have some easy undemanding context, reduced activities, when you're on the phone, unless you're FaceTiming, you really are just listening, right, so there's not a lot of context.

Sometimes you don't know what's going on. Maybe somebody left a note on the fridge. Does anybody do that anymore? Written directions without examples will start cognitively, context reduced and tend to be a little bit easier. Then the bottom we have math computation, science experience, social studies projects. You know, they're building a volcano, they're building a continent, those are context embedded. And so our students who are learning a second language do better with those context embedded activities initially. And then we move them onto the cognitively more demanding and more difficult and context reduced things like taking a test, presenting a research paper, listening to a lecture and understanding more abstract concepts. So motivation to acquire a second language can be instrumental or it can be integrative.

And the instrumental is a person will acquire it, if they think it's something useful, I need a job, so I gotta learn a second language. That's an instrumental orientation. The

integrative more orientation to learn a second language is because you wanna be part of a social group. You want to socially be part of a group. You want to speak the target language of those who you consider, you know, your friends or family, so there are two different kinds of motivation. And the research shows that actually the integrative orientation, people that have that integrative motivation tend to be a little bit more motivated than just someone who has instrumental orientation. Okay, so this is a summary, you know, called CLD students who are limited English proficient, continue to be tested primarily in English and we make decisions based on their programming based on that.

If you're proficient in basic English does that mean that you're cognitively academic proficient? If parents are not proficient in English, the English only child frequently ends up being limited in both L1, L2. Okay and the most important factor affecting second language competence is the level of proficiency in the first language. When L1 development is discontinued before it's cognitively mature, that's age 12, negative cognitive effects in L2 development may become a parent, we'll discuss that. Hopefully we'll have time to talk about that, all right. Normal processes, so children can and do acquire more than one language during early childhood, it's happens all over the world. The acquisition of two languages does not hamper the acquisition of another language, okay, or either language, the acquisition of two languages can be parallel that can occur at the same time.

Sometimes one language may lag behind. Sometimes one will surge ahead. It depends on various situations. But there are two types when we talk about how someone learns a language, there is bilingual language acquisition, simultaneous bilingualism is often called, that happens usually before the age of three, that's when you're exposed to two languages before the age of three or at the onset of speech that's considered bilingual language acquisition. After that, if you're exposed to a second language, that's considered sequential language acquisition. It's important to know the difference and

when you're taking a history on your clients, it's important that we know how they learned English, if it was a bilingual language acquisition or if it was sequential, there's no evidence that three is a magic number, I've also heard, you know, five being that other number but it's early, it's before school.

So let's talk really very quickly about Jules just show you some examples, Jules is two years old. His parents are from France and they speak to him exclusively in French. You know, they're living here in the United States. Mom stays at home with him, but she hopes to find daycare so she can return to her studies. And she's looking for a French speaking nanny. So this child he only knows one language. So he's going to be, hopefully maybe, he's gonna be a sequential language learner. We have Reshma from Sudan, she's four years old. Her parents speak modern Arabic, they're a multi-lingual family. They speak English, they speak classic Arabic, the language of the Quran and also a few other dialects.

And Reshma attends Headstart in English, that's standard American English. And there are some regional dialects also spoken at his Headstart. So he was exposed to English once he started in Headstart. He is also a sequential language learner. We have Carlos was born in the United States. He is five years old and will begin kinder in the fall. Parents are learning English and speak to Carlos in English as they learn. And so they speak to each other in Spanish. So he is learning English and Spanish at the same time. However, the quality of the inputted English is, you know we don't know, it's questionable just because maybe the parents aren't fluent. We have Nayeli who's Apache, she's five years old.

She spoke English from birth, in a dialect of English, an Apache dialect of English, but for community, but she spoke English, mother was jailed and so she their grandparents gained custody and her grandparents only speak Apache to her at home. So she is learning now Apache, after being exposed to only English for five years and she's also

a sequential language learner. So there are similarities to first language acquisition when you're learning a second language, the early milestones aren't that much different. The process is not random, the first things that you acquire when you're learning a second language is those nonproductive phrases, like I didn't know that shut up was one word or two words, I thought it was just shut up and the Ds, you know, I didn't have the knowledge to break it down.

Many of you can say, you know, *dónde está el baño*, where's the bathroom? We have phrases that we can say in other languages but we just learn them as the phrases. It's mine, they're prefabricated, formulaic type of speech and language. So production of those kinds of things does not imply competence and comprehension doesn't imply production, right? So as a child is learning a second language or as an adult, there are some normal processes of the second language acquisition, there's interference which means that often, the error in the child's second language are result of the structure of the language, in the first language. So there's some phonological interference. For example the T-H is just not found in very many languages, right?

So there's always some kind of a substitution for that sound and so this, for this, and maybe instead of saying *peral*, they might say *pero*, or, you know those kinds of their like accent, there are differences because of the way that your phonology system is. There are syntactic differences. You know, because of Spanish using, you know, we say, I live in a house red, you know, the descriptive is usually done after the noun. So here, that's an example of an interference. There's lexical interferences, hybrid words that are used. For example, people have come up with these, all the time. That's not the word for parking in your classic Spanish, it has become part of the Spanish that we use in United States but the actual word for parking is *estacionamiento*, you know, *lonche* for lunch, for example, *lonche* is a word, that's a hybrid word and there are many more, there are many cognates that are helpful when I was learning to speak English.

It was very helpful to know that there were words that were similar, so for example, curious and curioso and German compatible and incompatible, I can't speak German so that's not gonna happen. But there are also lots of false cognates. It's not what you think it means. So in Spanish, for example, if you say, it's to embarazada it doesn't mean that you're embarrassed. It means that you're pregnant. So you have to be careful as some of these false cognates, record, recordad, So recordad is to remember it's not to record, like we know it, same thing with libreria, it actually means a bookstore not library. So there are many others there's, from Spanish to Italian. There's also false cognates from English to French, from Spanish to Navajo, beso in Navajo means money not kiss.

Gotta be careful when you ask for money, you might get a kiss. Oh, I guess I have this slide twice, I apologize. There's also interlanguage, what happens as you're learning the two languages in the middle of that process, there's a lot of overgeneralization that happens. I'm trying to get to the other stuff. There's fossilization so those are L2 errors that remain entrenched, you know, as someone who's been speaking English for a long time now, I still have problems with in, on. I am a very highly educated individual and I often make those errors and I catch myself, but sometimes I'll text or I'll write something on social media and I go back and I can't believe I'm still making those errors.

So the critical period hypothesis that's talks about how, when you learn that language beyond puberty, we tend to have more of those fossilization type errors. You know, your accent remains. I still have an accent that, you know, that I've given up on because to me it's a badge of my bilingualism, right? But you know, some of the way that we produce sounds, some of the ways of putting together sentences are syntax, the cadence may be the way that we express ourselves, maybe some of the pragmatics, you know, standing closer than we would in the United States, et cetera.

Some of those things become fossilized but you can work on it and it could be something you can work on if that's something you're interested in overcoming.

All right, there is also a silent period and this is something that is being contested right now. They talk about a period of when a second language learner is just not talking as much, they're just observing and listening and I have seen students who have gone through the silent period for several months when they first arrived in United States, they're not saying anything, they go home and they're chattering and it's said, oh, it's selective mutism, well no, but they might be in their silent period. I believe that my silent period was probably a whole three minutes just because I'm very social as a person and so I don't think I had much of a silent period, I was a very confident child.

And so I had no problems making errors in English. I just, oh, I said that wrong, let me try again. You know, I was a very good speller when I first came to the US because I would phonetically memorize some of the words and so I would, you know, memorize the word, you know, Arkansas, Ar-Kansas and I would say it that way and I was corrected often and I didn't care. So anyway, there's research that cast doubt on this nonverbal production stage and they say it's more limited if a child is going through it for months, that it might not be a thing. So that's still contested, there's also code switching that we've talked about, it's very, very common, mostly people that are bilingual and when they're talking to each other they will code switch.

When a bilingual person is talking to a monolingual person they tend not to do that code switching. So you hear that in families who understand both languages. Gracias for the lovely gift, esta awesome? I never said that esta awesome, but Gracias for the lovely gift, I have said that. You know, every language has that back and forth and you might be able to hear it, you know, there are words that are just easier to describe what you're trying to say in either language, you know, it's just this is the way it works,

so it's actually a very efficient way to speak. Language loss is something that happens all the time or language attrition, you use it or you lose it.

You know, if I go through periods of time where I'm not speaking Spanish, I kinda struggle a little bit, you know, and I'm a native speaker. So sometimes the one language surges and the other language is not used and so many of you were fluent. Maybe you spent, you know, a summer, you know, in another country or you spent an extended period of time as a child in another country or with another culture and now like you understand it but maybe you're not as fluent as you used to be. Now you're suffering through language attrition. So differences from first language acquisition. Well, there is going to be a different kind of input between the first and second language acquisition.

You know, when you're learning English as a second language, you know maybe at home, you have, you know, Spanish and so you don't have the social language that's happening at home to feed your language acquisition, where you have more academic language at school. And so there's different input than when you're just learning one. Increased age cognitive maturity and more extensive language experiences are variables which serve to enhance the process. You know, I knew how to read and write in Spanish when I came to the US, do you think that that helped me with my reading and writing in English? Absolutely, I was able to use my knowledge, my vocabulary, my cognitive maturity at that time as a child but still to be able to grasp and learn English, I used the dictionary, I knew how to use the dictionary.

I was able to do those things because I already had a lot of skills in Spanish, so we can capitalize on those cognitive strategies using mnemonics, like I just mentioned about memorizing vocabulary, spelling words in English, I did that using my first language. Typical language phenomena, there's forward transfer. You use what is known there's backwards transfer and there's the amalgamation, which is properties that both

languages have such as, if there are vowels in both languages, for example. So we have language experience classification that is helpful for me to know if I should test a child in one language or another and I talk about that in another workshop that I gave a while back. Functional Monolingual English speakers are those that speak 80% or more English or have a more English input.

Bilingual English Dominant have 60 to 80 English input. Okay, so that they're hearing English 60 to 80% of the time. Balanced Bilinguals are those that hear 40 to 60 input in each language, a Bilingual Dominant person, maybe they're hearing more Spanish than English. And then the Functional Monolingual it's just 80%, right? So we need to know if a child is in these areas here, the Bilingual English Dominant between the 60 and 80, then the child has to be assessed bilingually. Here, you can assess in English, here you can assess in that other language but standard score should not be used for any child who's bilingual, because we really don't have very many instruments, maybe one, that is in one language that actually meets a criteria.

So language changes over time and it depends on the task. Okay, I am running out of time, so I'm gonna rush through here. Internationally adopted children. This is not my area of expertise, but I needed to touch on this because they're such an interesting group of people. These are children who are adopted by families who speak a different language from what is spoken by the child that adoption. So, you know, not all internationally adopted children have to learn a new language, sometimes internationally adopted children are, you know, are brought in speaking English already into our country and so maybe they just have to learn the dialects. But most children they abruptly, when they're brought in from another country abruptly stop learning that second language, everything stops.

And 100% of the language that they're hearing is English, once they're adopted and so most of these children especially if they arrived at this country as you know, young

children, they do not become bilingual and they do not continue to grow in their heritage language. And the second language acquisition is acquired like the first very much so, the way that we have become accustomed to the way our children learn language. So the interesting thing that we need to consider is that many international adopted children are raised in orphanages and foster homes. And depending on the country there could be wonderful systems of orphanages or others that have maybe war-torn countries or they have different type of socialization systems.

They might have a great background. They might be really highly nurtured and educated and all that or they might just be left in a crib and just, you know, tended to when they need something physical to be taken care of. So depending on the conditions, internationally adopted children may come from high risk environments and they may have disabilities or cognitive impairments that could be due to the environments that they suffered as infants which includes, lack of interpersonal relationships, low caregiver ratios, lack of stimulation, impoverished language experiences, et cetera. So what's interesting is the research that I read about internationally adopted children and their language development is that after two and a half months internationally adopted children from Eastern Europe understood words and simple phrases and even produced some words.

So just like I was talking about how I was speaking at three months, you know, children who are exposed 100% English and they have no other concomitant type of issues they can learn English rather quickly. After three months adoptees from China have vocabularies like 24 month old, when giving the MacArthur Bates Survey to the parents. Other IA children demonstrate the same patterns of acquisition than non adopted children. There was an exception when the acquisition of morphemes that was slightly delayed in Russian children but that was an exception. There's also multiple studies that report various standardize language measures that aren't regular

standardized language measures. IA children's scored within the average range before entering school by age five. So there's actually some differences there.

Young IA children appear to learn language relatively quickly because a lot of them have very supportive environments. You have parents who sought them out, right? These parents paid a lot of money often, to bring these children to our country. They're highly educated, they tend to be older. They tend to be at a higher socio economic status. They're screened and vetted for the most part. So some parents, even as part of the adoption process, they have to take parenting classes. So we have a lot of influencing factors, including the age of adoption, you know, depending on how young, older adoptees make faster initial progress but are slower at gaining equal fluency to peers. And, you know, if there's been longterm deprivation, there's gonna be an issue with learning language.

And there's often attachment issues as the new parent is trying to do foster a relationship with this young child that could help delay their language development and then we don't know why they were put up for adoption. There might be all kinds of physical, cognitive, behavioral issues, all right. So atypical language, you know, over the years I've tested quite a few children who have been, you know, atypical in their development. You know, Eun was adopted, I'm sorry. He was referred for an evaluation because he was having difficulty academically. He had been in the US for three years and mom reported that he had difficulty with both English and Korean. She said he was always very quiet as a child.

Didn't speak very much and now he's only speaking English. And then we have Flor who was 13 years old when I started working with her and she had been a basic English language learner for five years. She came to the US at eight years of age and really struggled to learn English and she recently qualified as a child with a learning disability, she had an older brother who learned English without any issues, you know,

so. Then we have Nizhoni who speaks Navajo-influenced, English dialect at home, Navajo is spoken in her environment only for ceremonies and only some elders. Her phrases tend to be simple and English. She has difficulty understanding, she struggles to get her basic needs known.

And then we have Jared, who's not speaking yet. He cries often his parents are concerned with his health. He's a very picky eater, so there are children, who for some reason or another, even, you know, they might be in nourishing and wonderful bilingual environments, but for whatever reason, they're not learning the languages. Okay, so it's not an English or other language problem. It's a problem with their communication system as a whole. So usually when we see atypical language development in bilingual children, it's you have this low vocabulary size during their childhood. We tend to do conceptual capillary count. That means that we count both words, all words that they say English and that other language it's all counted as part of their vocabulary.

Sometimes when people just focus on one language they're underestimating the knowledge of that child. A child, they might use the same words like in Spanish, perro is dog, you know, in English dog is dog but the child might actually call one breed of dog, dog and another breed perro, he might have two different semantic meanings for that same word. Children with language development difficulties have low verb accuracy rate, difficulty with verbal morphology use. And that's a common problem with children with atypical language development, weaker narrative structure is also that has been found and difficulty with non-word repetition tasks, which tend to tap on, you know, your auditory memory and your processing. All right, we're gonna go to the myths.

And so here's one of the great myths, right? A student with exceptionalities cannot learn two or more languages and I wanna tell you, false, false, false, false, false and many pediatricians even SLPs will tell parents of a child with Down Syndrome or with,

you know, autism, you know, you better stick to Spanish or I'm sorry, usually it's stick to English. You know, you'll confuse him. He doesn't have the capacity. The reality is that children that have exceptionalities must develop a fluency in their L2 to participate in school. They have to and if they wanna participate in their communities and with their families, they need to preserve fluency or to have some sort of fluency in their heritage language.

So their acquisition of English may look very much like their acquisition of their first language, you know? So that means that acquisition of language as a whole is gonna be slower. Not necessarily, you know, just the English, but language is a whole, it's gonna be slower. So they need that L1, to be able to communicate with their environment, to communicate with their community. If we tell a family do not speak your heritage language with this child because he has a cognitive impairment he can't take another language is too much for him, we are isolating that child from family activities, from things that happen, we're isolating them. So we're doing them a great disadvantage, okay? So it can be really devastating to isolate our exceptional children even more than they already are in their communities.

So the other myth is bilingualism exacerbates language difficulties in children with disabilities. It does not, there's no such thing. And there are lots of studies here that actually have found that this is not true. It does not make language impairments worse. It doesn't make reading disabilities worse. It doesn't make Down Syndrome, I don't know if you can make Down Syndrome worse, but it doesn't affect children with Down Syndrome or hearing impairments or autism, those are studies that have been done and are fairly recent. So families of CLD students should speak with their children at home in English, false. Children will acquire a second language best if their first language is well-established. Parents can provide a much richer experience, a much richer model in their native language.

It doesn't matter what language some concepts are, you know, are learned in because a child, if they have it in that basic language, it'll transfer to a second language. Naturally the research has shown that. There can be quite a of disruption in the family when you tell them you should only speak to your children in English, you know, first of all, they're gonna do two things. One, they're going to lie to you and they'll be, oh yeah, we only speak English at home just to appease you. So when that happens, because they want you to like them, they wanna do the right thing, they wanna do whatever the school, whatever the professionals say, it creates this relationship of mistrust.

You know, they're not being truthful with you 'cause they don't want to cause any issues with you and they, you know, they think that you're the expert. So that causes a disruption, but if they do start to speak English to that child only, then the parent might not be fluent themselves. And the child will begin to maybe disassociate. I know families where the parents cannot speak to their teenage children at an academic level. They can only speak to them at a basic level. And so they have issues with parenting, right? They can't tell the child why they shouldn't be up at one o'clock in the morning driving around town. So when a caregiver is unable to speak to their child in that heritage language, they lose their ability to influence that child, to parent that child, to communicate values, to pass down beliefs and communicate their wisdom, to give advice about life and opinions, to share humorous stories, you can see how this could be quite a breakdown in the family.

They cannot communicate at a deeper level. You know, my children aren't fluent in Spanish. And so they cannot communicate with their grandpa, with my father who is primarily a Spanish speaker. And they could when they were young and they could speak very simple words, but now they're at the level that they wanna, you know, ask him questions about his life and get wisdom. And they need an interpreter to do that. And that is shame and it's very, very sad. And you obviously think about if you were in Japan, if you were tomorrow to get this fantastic job in Japan and were able to move

there, would you then in the center of your home only speak to your children in Japanese, probably not.

You would speak in the language that you feel comfortable with and language that you have the higher proficiency in and somebody coming in and telling you to stop do not speak to your child in Spanish or in English or whatever, you would probably resent that. And how long would you do that for? After two years would you still be speaking English? Most likely, most likely you would. 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. There are cultures all over the world that speak multiple languages and they have absolutely no issues, their children have no issues cognitively.

So bilingualism is often seen as a deficit only here. I mean, it's really a shame. Multilingualism is not seen as a deficit in other places. Already stated positive influences of benefits abound, such as concept learn and language transfer. Bilingualism is a benefit in the current national, international context, bilingualism is a highly sought after skill of employment. And there is no evidence that bilingualism is harmful. So please, if you hear this myth, just nip it in the bud. Some bilinguals don't speak any language and are a lingual or semilingual. Well, this is false, students may be developing language. They might be in a temporary phase. There are some cultural norms in and I found this in some indigenous culture where the child is not expected to participate in conversations with adults.

And so they don't respond, they look down, they stand back. And so many times we think it's because they're a lingual or because they're semilingual but actually they're trying to follow some of the cultural norms of their culture. It could also be a sign of language attrition as we talked about, that when you're gaining proficiency in one language and you're losing proficiency in another, and you might be at that stage

where there's a language attrition. So it could be that the child doesn't speak the mainstream English dialect and it can be a sign of an impairment, you know, it's not typical for dual language learners to not communicate. It's not typical, you know, if a child is delayed in their language and languages, it's a delay in language.

It's not because they are bilingual. Cognitive and academic development of native language causes disruption of the acquisition of a second language acquisition. Okay, that's kinda a weird, anyway, that's false. The most significant student background variables is the amount of formal schooling a child receives in the first language and that has been proven time and time again that the stronger that first language is the better the child does in acquiring a second language. A child can acquire two languages simultaneously and still be strong in both those languages. Across our program treatments non-native speakers being schooled in a second language for part of the school day do reasonably well in early years of schooling. From fourth grade on through middle school and high school, when the academic and cognitive demands of the curriculum rapidly increase, each succeeding year, students with little or no academic and cognitive development of their first language do less and less well as they move into the upper grades.

That's shocking, but I have seen it. The older person is the harder it is to acquire a second language, false. Now you might think I'm too old to learn a second language, acquiring native like pronunciation in a second language is easier for children because we talked about, you know, puberty when puberty hits it becomes more difficult to be fluent and a lot of things become fossilized, right? But it doesn't mean it's impossible. There are many people that sound native like as adults. There are those people who are just very gifted, but usually it's that pronunciation that kinda hits people, right? But older person, an adult can acquire grammar, vocabulary, syntax, can learn to read and write, easier than someone who's maybe younger because you already have this language where you're literate in and that you're proficient in.

So you can transfer a lot of the knowledge, especially languages that are similar, you know. Older immigrant children's whose native language literacy skills are well-developed acquire English proficiency significantly faster than younger immigrant children, it has been proven not only by Cummins but others. The ease and speed of learning a second language depends on your motivation, we talked about it. You know, you find someone who maybe speaks another language and you wanna start a romantic relationship. Maybe that's your motivation, right? 'Cause you wanna speak that language of that person and the attitudes towards the two languages we'll also factor in social context, learning environment, et cetera. Once students can speak English they are ready to undertake the academic tasks of the mainstream class.

False because of CALP, right? Children can speak and can socialize way before they can use language for academic purposes. Mixing languages is a sign of laziness in bilinguals, we talked about code switching, right? So this is another false, code switching is very common behavior in bilinguals and it's many expressions of words are better said, bilinguals tend to know in what situations to use those in. When a child is code switching with you, you know, that might be a sign of a child who doesn't understand socially how to manage this bilingualism and it could be a sign of his cognitive skills as well, right? Bilinguals have equal and perfect knowledge of their languages, false, bilinguals know their languages to the level that they're required to.

I wish I could say that I can give this talk fluently in Spanish, I can't, I can give this talk in Spanish, but it's not gonna be as easy for me as it is in English, just because that is my academic language. English has definitely has become a stronger academic language in my personal life. There are different levels of dominance as we talked about earlier and so language fluency is diverse with bilingual just like it is with monolinguals. A very small minority have equal and perfect fluency in their languages. Is bilingualism good, this is like a little summary here of this? Yes, there's cognitive

flexibility that has been found in bilinguals, heightened ability in the area of concept formation and higher levels of abstract thought have been found.

Some studies have shown these are older studies, that there are two, three years ahead in semantic development when someone's bilingual. I'm not sure, sure, I wanna say that I'm superior to anybody who's monolingual but I won't necessarily say that. Also there are many articles that I have in your resources that you can, if you're interested in finding out more about that. Let's talk about in the last few minutes that we have a little bit about dialects. And I think this is an important topic because there are 160 English dialects worldwide, right? This is dialects of English. You know, we think about Australia and Scottish and we think about, you know some of the other, maybe African, South African, et cetera but there are 160 English dialects.

And that means that we can understand each other and they have similar syntax, there might be variations in pronunciation that we talked about, there might be variations in obviously even word order, definitely vocabulary. But here in the United States, there are around 30 regional English dialects in the US, there are more variety of English dialects in the Eastern part of the United States, because there are more more populated sections of this country, each language spoken has a dialect of their own, each of the international languages that we've talked about have dialects within their languages as well. So consider that each dialect may also be informed or influenced by another language or another dialect. So regional dialects come to be because of isolation.

We have the dialect of the Americas. We have the Australian, we have the English and they change gradually over time and it takes several generations for these dialects to come to be. You know, there's cultural dialects, African-American Vernacular, Appalachian, General American, Hawaiian Pidgin, Chicano or influenced by Spanish, Native American in a great variety of Native American, languages and dialects,

Pennsylvania Dutch, Yinglish, Hawaiian Pidgin, so it's regional Northeastern, Mid-Atlantic, Midwest, Southern English and Western. Those are the main English dialects that we have in our country. And you can see the Western you have huge areas, California, Arizona, Utah, Washington, I would say Oregon, possibly New Mexico, Colorado, so this is a huge region and you've got the Southern English.

And then we have the Midwest which is also encompass a huge portion in the Northeast. So here's an example of a cultural dialect in Hawaiian Pidgin English, da baby cute or cute da baby. Da book stay on top of da table. Ho, cuz, I like sample, you like try dat, no can. So, you know, we can understand, you know, these are obviously English words, there's changes in pronunciation and you know some in the syntax, the word order. So Standard American English is what we all strive to speak, right? It's the dialect that is used by political leaders, by businesses, by our professors at the university. It's what's our languages is printed, it's how it's printed in Standard American English.

Is it the correct form of English? Well, you know, we've got our language purists that would say that it is the correct form, yet our Standard American English today doesn't look anything like, you know, the English of Shakespeare and any of you who took literature in high school will remember trying to figure out Romeo and Juliet or, you know, any of those it's like that's English. So languages evolve over time, but the Standard American English is the dialect of English and many Americans almost speak, right? We all strive for that, it's an idealization. We hear it, we know when it's wrong, we like to correct it. The people that we hear speaking it all the time mostly tend to be newscasters on television.

Like I said, people making speeches, people that are in public, it's not definitely precise but the grammar and the phonology varies depending on where you live and you can have fluency in cultural dialects. So you don't have to speak another language to

actually speak a cultural dialect. They're specific, they're consistent, they're predictable and these dialects are very important to the community. Many of you who maybe can relate to my experience, you know, when I went home for the holidays after being in college, my friends were thinking that I was speaking very proper English and that I was kind of being uppity. So I had to decide, you know, I didn't think I was speaking English in any unusual way, but obviously they did, but you know I had to decide, am I gonna be part of my community or am I gonna be ostracized?

So I decided to code switch in my dialects. So does language change equal corruption? No dialects are all ways that we can communicate and that we can access family and friends and build relationships. Our dialect is neither better nor worse than another, nor pure, nor more corrupt, it is simply different. So does an individual have to choose between dialects? No, individuals are often taught to speak read and write Standard American English in formal academic settings and however, individuals need to identify positively with their home family community dialects in order to continue to participate in those activities. Individuals can be bicultural, multicultural, bilingual, multilingual, bidialectal. Individuals should be encouraged to explore their use of their dialects to discover and embrace their abilities, to communicate using different dialects for different settings, I teach my students and adults, you know, you choose a dialect for when you're in different situations.

You know, I speak very differently with my children than I speak with, you know, my parents or that I speak in formal academic settings or with friends. Those are all variations of dialects. So just because a family reports speaking English does not mean that they speak that mainstream English dialect. A child may not do well on assessments, get a nice assessments, if they speak a varying dialect of English, most of our standardized tests, obviously all our standardized tests are written in Standard American English. So when I, as an SLP have a Navajo child who does not speak Navajo but speaks Navajo influence English dialect, guess what they're going to often

not do well on my standardized English assessments because it's not assessing their dialect, it's assessing their knowledge of standard American English.

Children who speak non standard dialects need time to learn the academic Standard American English. We have to remember, they come into kindergarten or you know, into a school system and they may have been speaking the dialect of the home. You ask the parents, what are you speak at home? They'll say English, it's important that you understand what dialect of English that is. To address the question, is it a dialect difference or is it a language disorder, SLPs need to be aware of the region where you live, you need to understand the speech differences, the differences in syntax, the differences in vocabulary and semantics and the pragmatic differences of the region where you live, to be able to determine if children are exhibiting just their knowledge of their cultural dialect or they really, really have a communication disorder.

Okay, boy, I ran through that. So in summary, it's important for us to understand how second language is developed, so that we can better determine if the people that we are seeing are experiencing a difference that is typical normal or if they're having issues, I'm sorry, if they're having a disorder, we need to be able to determine that difference. These are just different, normal second language acquisition issues, normal dialectal issues, or is it a disorder that affects their ability to communicate as well? All right, I will then now take questions for a few minutes.

- Sure and I'm just trying to, let's see if I can get my, just wanna make sure that I'm showing up here. Okay, all right, so let's go ahead and take some questions before we wrap it up today, we definitely have some time, so that's great, all right, the first one is just a comment about a good point about parents not understanding at meetings, it's so hard to know sometimes when to include an interpreter do you wanna comment on that?

- Yeah, I use something called a cultural broker and you know I've had parents sometimes tell me that that helps them to have someone that is like them at the meeting and speaks their dialect and they might be able to do some cultural broking you know, I guess brokering, that's the word. Many times parents don't know what they don't know. So they don't ask for an interpreter, 'cause they don't realize the level of the language that's being used. Many times we can be cultural brokers as well. You know, we can be at a meeting and facilitate and make sure that we explain things in a way, with examples, I use a lot of examples for parents who may not understand the level of language that's being used.

You don't wanna be condescending these are adults, you know? You don't wanna be condescending but you wanna make sure that they understand and so often we can be that person who is aware when the psychologist is going on and talking about this or the doctor is going on talking about this, we need to be aware that there's, you know, maybe we see something in them that they're not understanding and then we say, let me rephrase that, this is how I understand it and rephrase it in a way that you would use to talk to maybe your parents or your uncle, you know, think about people that are outside our field and how they would understand. When I give up an IEP to a parent, I'll say this is like a contract, like if you're buying a car, you know it is good for a year.

We cannot change it unless we have your permission, okay. When you kind of use examples like that, real life examples, you're helping the parents understand. It becomes more of an awareness of what our parents understand.

- Those are some really great suggestions, too, I like that. All right, there is so much good information here. And I think a lot of our participants are probably agreeing with that. Would you consider offering another course to review more in-depth content on how to assess, treat children who are dual language learners?

- There is an introductory course that I did for SpeechPathology.com on monolingual assessments and I think that there probably is a need to actually do more of an in-depth. And so that's something that I can discuss with SpeechPathology.com, you know, send me an email or talk to Amy about a specific area you want me to dive into and I can certainly do that. Or maybe we can ask, there are a lot of other people who also do this for a living, we can also--

- Sure, yes we would be happy to consider that in a really great way to let us know what your specific interests might be. And this is for the participants is to indicate any of those specifics on your course feedback report or I'm sorry, your course evaluation. And then we'll be able to take a look at those, your feedback, all right, thank you. And if a child has a language disability in L1 will they be able to learn L2. Should the parents speak L1 or L2 at home? So I hope this question was maybe answered through the in-service, this probably was asked a lot earlier but if a child has a language problem in their L1 they're going to have a language problem in it in another language.

Okay, the problem is not a second language. The problem is a communication disorder. And so I encourage the parents to speak whatever language they choose to at home where they feel the most comfortable. And then the language of instruction, the language of therapy, sometimes that becomes, you know, the issue, right, if it's a child that's speaking, you're maybe an early interventionist and you're going into a home and maybe you don't speak the language of the family. You know, ideally we would take an interpreter in, right? That's ideally, that is not always the case. Sometimes it's difficult if it's in the more obscure languages but that's what you wanna do. You wanna take an interpreter in to help facilitate the language with the child.

What happens in early intervention is that often we're teaching the parents how to interact with their child. So we give them techniques and strategies, so they could use it in their language, right? So that, you know if we're teaching them how to expand, you

know, how to build on a sentence, you know, ball, you know, oh that's a ball, my ball and then you can model that to have the interpreter or you yourself can learn how to say phrases say, So you model what you want them to say in their primary language. When we get into the school system, you know if a child is fluent in their primary language and they have a disorder in their primary language and they're exposed now to English you can do therapy in their primary language, this whole English language that we can only speak English in the schools is not supported by research.

And it certainly is something that we can the IEP Trumps any English language only laws, you need to know that. But if a child is learning English at school sometimes we can work on concepts that would transfer to both languages. So for example, I would not work necessarily on English syntax with a child that's not English speaker initially, but I can work on concept knowledge on in, on and under it. And you know learning about you know, following the storyline or maybe expanding their utterances in English and some of that will transfer to Spanish or to other languages as well. You know, during that time that they're learning both it's important that we do have interpreters if we can have them or that we ourselves use the language that we know you know, I use my phone often to come up with phrases in the child's language as that to include in therapy as well.

That was a long answer, sorry about that.

- That's okay I know everybody appreciates the details so that's good. Okay, so here's kind of a longer question. Do you have an opinion about how long a multi-disciplinary team waits to attempt to assess for a learning disability for students who are bilingual English dominant, versus functional monolingual or bilingual dominant? I feel like special ed teams are asked to assess students with various bilingual backgrounds as early as kindergarten is that appropriate "exceptions being students "with known genetic conditions or cognitive injuries "that are known to have cognitive disabilities?"

- You know and this is very complicated it's a great question because this is where we live, right? This is where we're at all the time people want to give the child services as early as possible so they can help them. Many times those services are though English language learner services, they're not special education services. And so we need to know that there are other things that need to be done, right? The RTI it's not used very well in many school districts around the country. We wanna see if the child can learn, we forget about dynamic assessments, we forget about RTI. You know, there are a variety of questions that need to be asked of teams to determine if this is a good referral or not.

A child walking in speaking a different language does not make a really a good referral for special education there has to be a lot more there has to be that parent interview like what's happening at home you know, does he have problems in his own language understanding what's going on? Let's compare him to his siblings and his cousins. What do you see that's different? You know, are you concerned with the way that they learn just basic things. There has to be a more in-depth type of interview with the family, with the teachers there are many teachers who have experienced with children who are second language learners they can tell you this one's a little different than another child I had with similar issues.

And we need to be able to listen to those kinds of teachers who are experts at that kinda thing. We can't automatically say, after this many years they should know English enough. There is a wide range of knowledge and circumstances as we've talked about and each referral is a case study of its own and that's why it takes a long time. There are culturation checklists there are many things out there that are available for SLPs and for teams to use to determine. So we can't just cross our arms and say we're just gonna wait five to seven years to see if they develop English you can't be doing that. We have to give the child tools to learn English.

if we're not addressing their English language learning then we're not really addressing a lot of the basis of what they need and we definitely can't test them in that second language if they've only been around for a few years, right? We have to test them bilingually in whatever languages he speaks to be able to determine if it's a learning disability 'cause it would have happened. If there's a learning disability, a language disorder it would be in any language it wouldn't matter it's language specific, very difficult question. I would like to continue to have to talk about this 'cause it's something that I'm sure many of you have questions about.

- Yes, and there are several questions that are coming up in the Q and A that are you know, asking about assessment and you know one is, are there any standardized assessment tools that you can recommend? And on the flip side then, you know with raising the issues of non-standardized administration of those tests what alternatives are there? You addressed some of them, do you have any additional recommendations?

- Ah man, this is another in-service right? There's only really one standardized test right now for bilingual Spanish-English speakers between the ages of five and seven or four and seven. And that's the bilingual English-Spanish assessment. BESA and again it's for bilingual, okay? The others test one language or another like the self or some of the others don't have really good sensitivity or specificity. And so we tend to over identify when we use some of the tools that are not normed on children that are you know bilingual, we're over over-identifying and that is something the office of civil rights is not happy about something the IDEA law also warns us about, right? So it's a lot of non-standardized type of activities such as narrative assessments that we do.

The interview is so important to find out how the child is learning second language dynamic assessments are something that we need to do in every evaluation. I use

some standardized sub-test but I don't score them to have activities they can do. I use a lot of narrative assessments. I don't use vocabulary assessments very much because they really are kinda meaningless, even the ones that are bilingual what is that gonna tell you? I use a lot of functional type of assessments we do need to talk more about this and I think that would be a really good in service, definitely.

- Absolutely, yeah I know we're kind of running out of time. So certainly these are great questions things to think about as you know we move towards, you know, addressing assessment and those types of things into it in a different course. Just a couple more I'll give it like one or two. And I apologize if we haven't gotten to your questions today you know, certainly feel free to follow up with me. If you want to email those questions directly to me I can make sure that Fe gets them or Fe do you have a preference?

- It doesn't matter you can go either way. I mean, if you email me right now haven't started classes yet so I can probably have some time to answer these questions. I'm happy to engage with you and because you're all going through the same thing that I went through this is where I've lived you know, my practice has been about this. And so I get it you know, I'm Spanish bilingual but I'm not bilingual in you know, I don't speak French. I don't speak Navajo I don't you know a lot of the languages that are coming to my door. So I'm also you know in that place where I'm not speaking the languages of the students that I have to assess so I get it and I understand it.

I'm happy to answer more questions if you send it through an email.

- Sure, that sounds great all right. Let's just take one last question and then we'll go ahead and wrap it up there. If you need to log out and get back to patients, classes whatever the case may be, certainly feel free to do so and you will be given full credit for today's course, so thank you for attending if you do need to log off. In time, one last

question, can you share any strategies to encourage a second language learner to speak L2? And then there's a student understands L2. Does that make sense to you?

- Yeah, you know I mean there's the motivation this is just simple, you know using whatever you use to encourage students as a whole you know, many times if a child is shy or if a child is anxious or is embarrassed there are children that are embarrassed because they don't feel like they don't wanna be made fun of and so we have to create like we talked about earlier that safe environment where they feel safe. I also like a no reciprocity where maybe you can you know I'd like to learn your language. And so that way you can have give them power and control and make them feel comfortable that you know how do you say this in your language?

And this is how you say it in my language this is how I would say this term and maybe have those conversations in the context of an activity that they would enjoy you know whether it's you know, kind of a game or depending on the age it could be conversations about I remember a child who wouldn't speak for to me and it turns out she was a big Twilight lover. And so you know, I went and got some of those Twilight you know graphic novels and we created alternative endings. that was the thing that did it for her. So every child will be different but it's creating an environment where you're accepting them and you are making it safe and then you do some reciprocity to know hey I wish I knew your language, you know teach me and we will learn together, yeah.

- Yeah, I love that and that does really make them feel a part of it especially when they feel like they're teaching you so I think those are great ideas I love that. All right, well, we do need to wrap it up. So thank you so much, very informative and a really great place to start and think about where we would like to go next if you would like to join

us again. So thank you for joining us today and thanks to all of our participants for joining us. We appreciate your time and look forward to seeing you again soon, take care everybody.