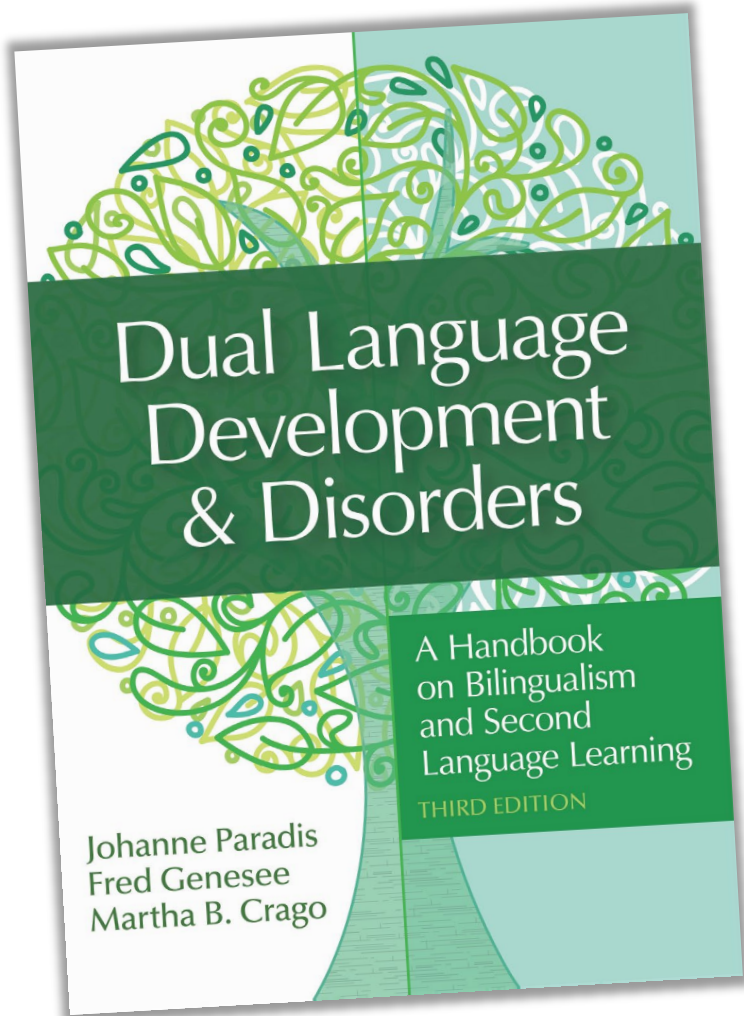


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NEW EDITION
of the bestselling text
professionals need to help young
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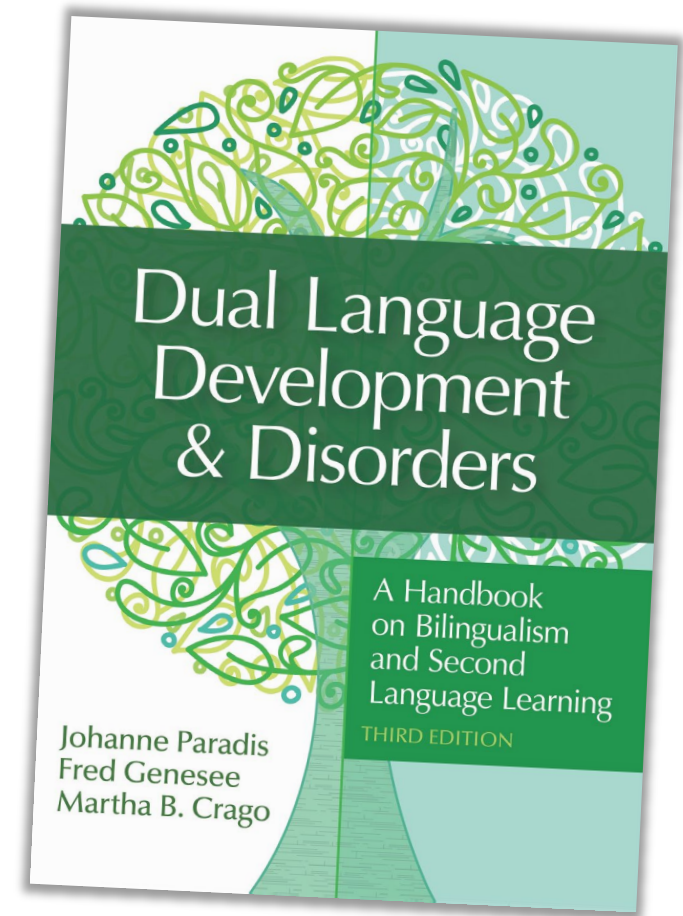
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About the Book

About the Book

Updated with the **latest research and recommended practices**, this book gives a broad audience of future professionals the clear and comprehensive information they need to promote positive outcomes for **young dual language learners** and make informed decisions about **assessment and intervention** when a disorder is present.

About the Book

Readers will get up-to-date guidance on a wide range of key topics, including

- Recognizing the typical stages of second language learning
- Supporting development in both languages,
- Distinguishing a language delay from a disorder
- Planning culturally appropriate interventions
- Addressing reading disorders in bilingual children
- And more

About the Authors



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[Read Dr. Paradis's full bio](#)



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[Read Dr. Crago's full bio](#)

Interior Features

About the Features

The third edition of *Dual Language Development & Disorders*, includes a variety of features designed to enhance reader understanding.

Examples include:



Learning outcomes



Boxes, tables, and figures



Glossary



Introductions



Chapter summaries



References



Voices from the field



Key points and
implications



Learning objectives

CHAPTER 2

The Language–Culture Connection



LEARNING OUTCOMES

The information in this chapter will increase the reader's knowledge of the following:

- What language socialization is and how it connects culture with children's language development
- How the quantitative and qualitative features of communication practices with young children vary across cultures and how the features of mainstream, middle-class Western culture are not universal
- How contact with majority cultures changes the communication and home literacy practices of minority cultures
- Cultural mismatches between children and their families, on one hand, and educators and clinicians from the mainstream culture, on the other

Each chapter begins with learning outcomes to orient readers to the key content of that particular chapter.






Voices From the field

The Language–Culture Connection 47

BOX 2.4

Voices From the Field

Experiences of Refugee Youth With Language and Acculturation in Canada and Germany



Language and Peer Relationships

“I want to learn English, I want a friend . . . a friend Canadian. I want friend(s) in Canadian, but I don’t speak English.” (Massfeller & Hamm, 2019 [M&H], p. 39)

“I want [a] friend, [a] Canadian. . . . When I go to them, I’m shy a little bit. I like Canadians and Syrians together.” (Canada; M&H, p. 39)

“I met her in gym class and she’s just really nice with me; we had some activities together and then she really help me with my English.” (Canada; M&H, p. 39)

“It didn’t really feel that much hurt, it was just my English, like you know somebody comes [and] talks to you and I try to say a word, I say it in a different way . . . I didn’t find that funny but they did. But, I won’t lie, I was a little bit depressed.” (Canada; M&H, p. 40)

“Some [speak] Kurdish, some Arabic. But I speak only German with them. I do not want to speak Arabic. I like it but I want to learn more, for example when [classmate] talks to me in Arabic then I say I don’t hear it. You have to speak German.” (Germany; Lindner et al., 2020, p. 21, via interpreter)

Throughout the book, Voices from the Field text boxes showcase actual experiences to further reader understanding.



Boxes, tables, and figures

Reading Disorders and Difficulties 363

BOX 11.2

Definition of Dyslexia from the International Dyslexia Association

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties usually result from a deficit in the phonological component of language that is not due to lack of motivation, lack of opportunity to learn, or other external factors. Secondary consequences may include problems in reading comprehension and reduced reading experience that can have adverse effects on academic achievement and self-esteem.”

The diagram consists of a central grey circle labeled "EVIDENCE-BASED INTERVENTION STRATEGIES". Surrounding this central circle are six white circles, each connected to the center by a line. The labels in these circles are: "BEGINS EARLY" (top), "INDIVIDUALIZED" (top-right), "EXPLICIT" (bottom-right), "DYNAMIC" (bottom), "MULTI-COMPONENTIAL" (bottom-left), and "BILINGUAL" (top-left).

Figure 11.5. Important evidence-based intervention strategies.

More than 80 boxes, tables, and figures reinforce important concepts and provide ways to more easily understand the material.



Chapter summaries

SUMMARY

This chapter described how different cultures socialize their children through different home communication practices rooted in culturally determined beliefs and values about language learning and child development more generally. Many, if not the majority of, children across the globe are being raised in non-WEIRD societies that have language socialization patterns quite different from MMW cultures. When cultures come in contact, often through colonialization or migration, they can change, with shifts toward the majority culture being more common than the

Each chapter closes with a final section that summarizes its key elements and provides readers with an abstract of the covered material.



Key points and implications

182

Understanding Bilingual and Second Language Development

KEY POINTS AND IMPLICATIONS

Key Point 1: Developmental and Transfer Patterns in Children's L2

Children's L2 use is characterized by phonological, lexical, and morphosyntactic features that differ from how the target language is used by monolinguals. Some of these differences might appear as nontarget forms in the L2 caused by transfer of the sound system and grammatical rules from the L1. For example, children might use pronunciation and word order patterns from the L1 when speaking their L2. However, most of the time, nontarget forms in the L2 are developmental in nature; they are the same for all learners of that language, and in many cases, they parallel the developmental stages that young monolingual children go through when they learn that language as an L1. In general, second language children overcome transfer patterns in their L2 faster than developmental patterns. In learning English as a L2, nontarget use of grammatical morphology is very salient. L2 children take up to 6 years to accurately produce all grammatical morphemes on a consistent basis. During this time, they may become more accurate with one morpheme before another, and they may alternate between accurate and inaccurate uses of the same morpheme. One of the reasons we highlight this aspect of second language English is because nontarget use of grammatical morphology is also characteristic of children with developmental language disorders.

Implications

Learning about the phonological and morphosyntactic structure of a child's L1 could help English as a second language (ESL) teachers and speech-language pathologists identify characteristics of the L2 that can be traced to the L1 and thus could be the focus of instruction, practice, and intervention. However, because most of the nontarget forms that second language children make are not traceable

Chapters 4–9 include a Key Points and Implications section to draw readers' attention to information that is of particular relevance to parents, educators, and clinicians.



Glossary

Glossary



academic language According to Chamot and O'Malley, "The language that is used by teachers and students for the purposes of acquiring new knowledge and skills . . . imparting new information, describing abstract ideas, and developing students' conceptual understanding" (1987, p. 40). It includes the specialized vocabulary, grammar, discourse/textual, and functional skills associated with academic instruction and mastery of academic knowledge and skills. Academic language may be oral or written, and it involves both production and comprehension of language.

acculturation Adaptation, both culturally and linguistically, to a host country in the context of migration. Individual immigrants can have different orientations to acculturation, such as integrative, assimilative, separation, and marginalization. *Integrative orientation* means that the individual immigrant identifies with both the home and host culture and language, which is the most successful kind of acculturation. *Assimilative orientation* means that the home culture and language are replaced by the host country's culture and language. *Separation* means no identification with the host culture and language takes place, and *marginalization* means identification is not strong with either the home or host country culture and language.

additive bilingualism/bilingual environments Language learning environments (including family, community, and/or school settings) that encourage children to acquire their native or home language at the same time they acquire an additional language. Acquisition of a second language in an additive bilingual environment does not occur at the expense of maintenance and development

of advanced **emergent literacy skills**. This is common of professional parents who read and write frequently for work and are keen to pass on these skills to their children. Most children who write in one language make the transition to reading and writing in another language relatively easily. Above all else, Trevor was highly motivated to learn German and make friends with his German-speaking classmates. German became Trevor's primary language in school and outside of school. In his home, however, English continues to be a dominant force in his life; Trevor does not give up his English as he learns German. Although English is an L2 in Germany and is surrounded by the German language, Trevor is considered to be a member of a majority ethnolinguistic group in his family and internationally. Also, Trevor and his friends are usually in the host country temporarily and will return to their country of origin. Trevor, in the same way as Samantha, has become bilingual, and both of these children speak a second language, English, as their L1. Children such as Trevor and Samantha are examples of **additive bilingualism** (see Chapter 3).

Luis

Luis is an example of a second language learner from a minority group. Luis is 6 years old and lives in California, in the United States, with his parents, both of whom speak Spanish and very little English. They are migrant workers who maintain contact with family and friends in Mexico but spend most of their time living and working in the United States.

More than 100 key terms and topics are defined in the chapters and can be easily referenced in the Glossary.



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Citations include review articles, reports of study findings, research findings, and other key references that can be used to find additional information.

New Content

About the Content

In the new edition, you'll find the following:

- New chapter on **supporting heritage language development** in children with immigration backgrounds
- Important updates throughout the book on **best practices** and **recent research findings** from the field
- Updated **student-friendly features**, including learning outcomes at the start of each chapter, tables and figures that illustrate key concepts and research, and Voices from the Field text boxes

About the Content

- Two **downloadable parent questionnaires** to help SLPs gather critical information when working with culturally and linguistically diverse children
- **New online companion materials:** discussion questions and class activities for each chapter, plus a final integrative course project

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Online Companion Materials

About the Materials

The third edition of *Dual Language Development & Disorders* offers online companion materials to supplement and expand the knowledge and strategies provided in this text.

Some materials are available to all readers. Other materials are reserved for verified faculty members.

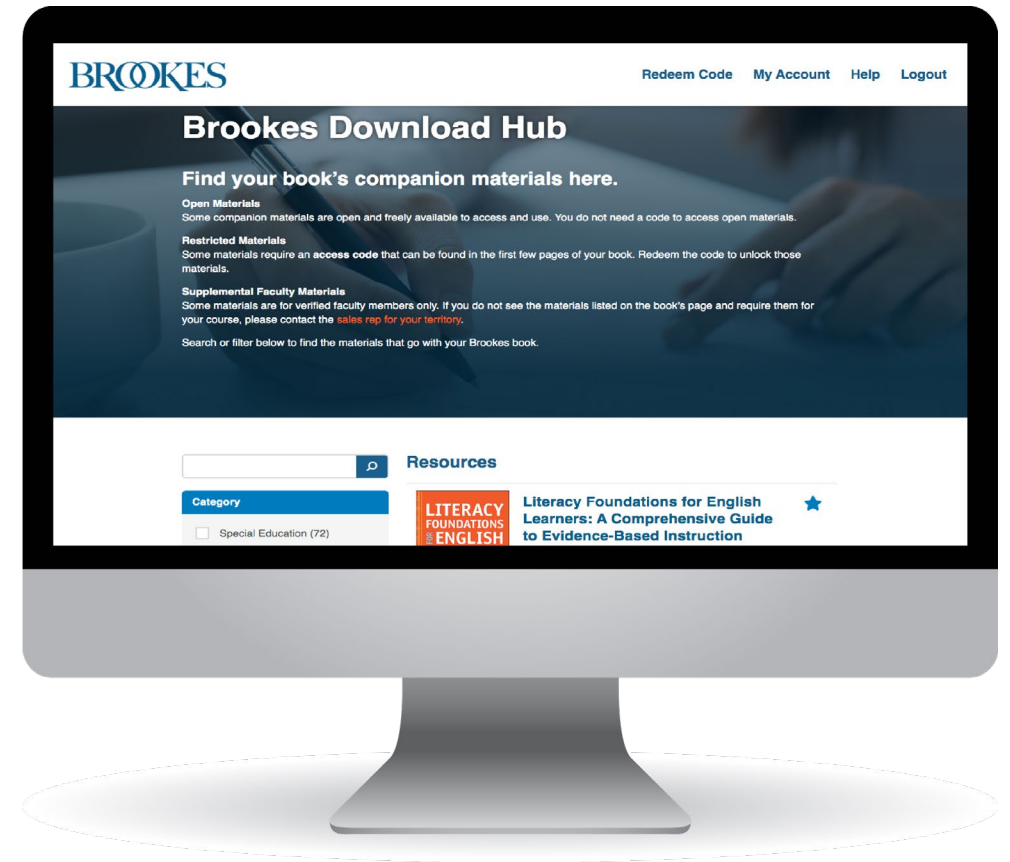
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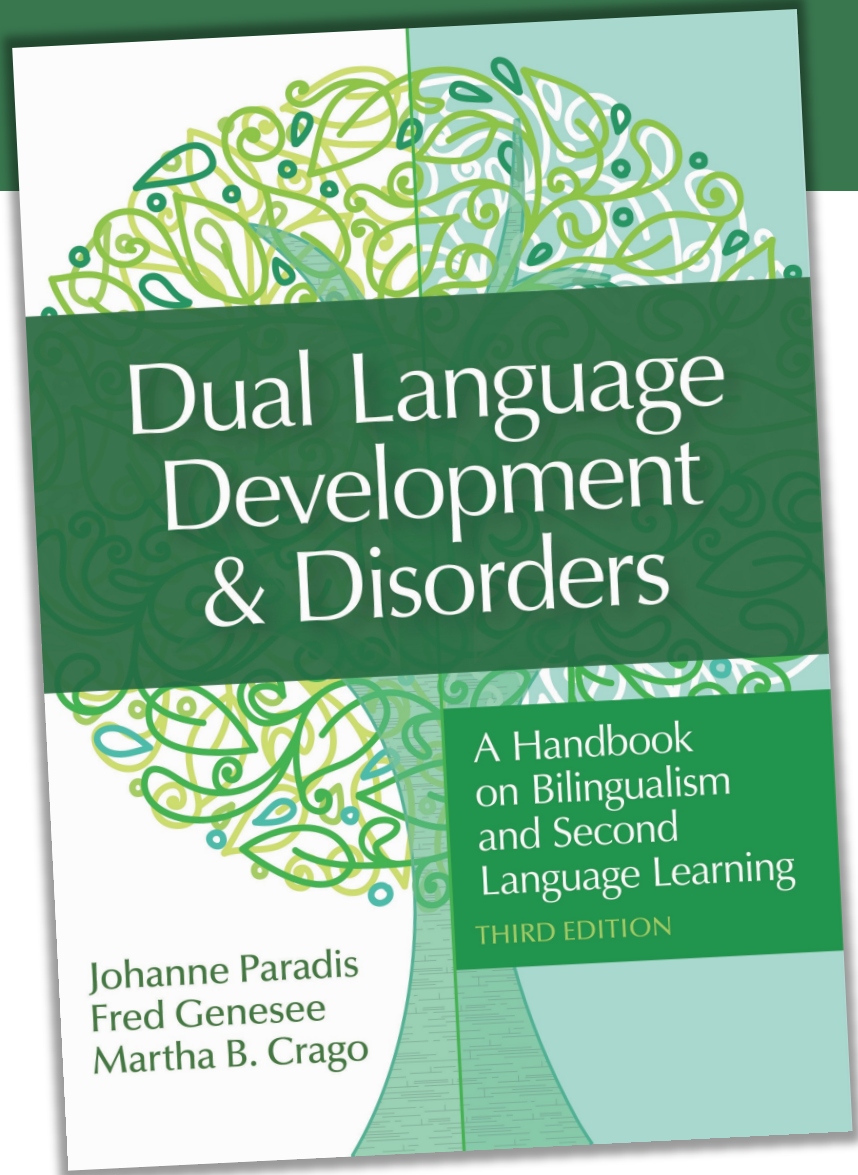
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