

# Welcome!

Thank you for joining us! The webinar will begin shortly.



## Dual Language Development & Disorders: Expert Insights & Recent Research

Presented by Johanne Paradis, Ph.D., & Fred Genesee, Ph.D.

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## Webinar Tips

- 1 Close any applications that use bandwidth or resources on your device
- 2 To submit a question, click "Questions" in the webinar panel and type in your question
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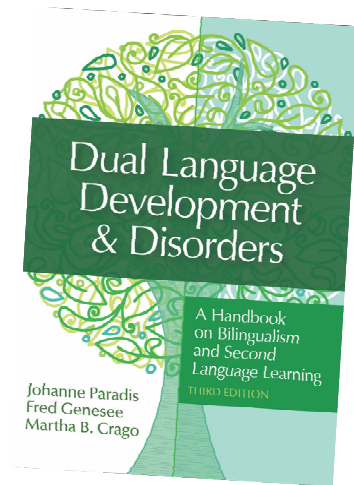
# Dual Language Development & Disorders

A Handbook on Bilingualism and Second Language Learning, Third Edition

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.

<https://bpub.fyi/DualLangDevelopment3e>

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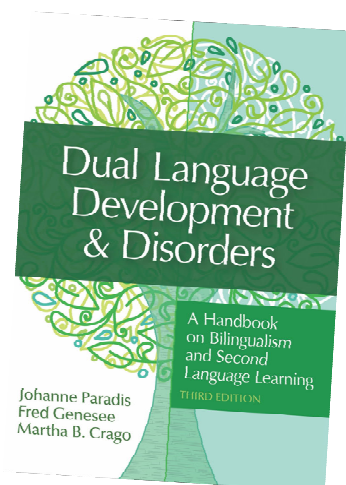
## Giveaway

We're giving away a FREE copy of

***Dual Language Development & Disorders, Third Edition!***

Three attendees will be selected at random and emailed after the webinar. Submit your questions to increase your chances!

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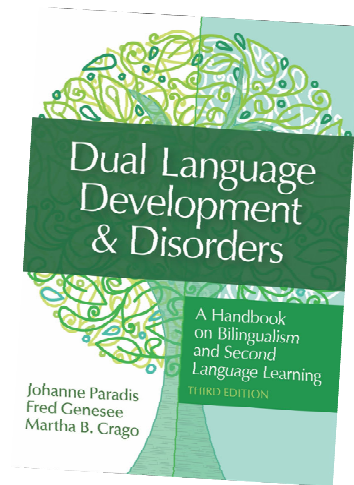
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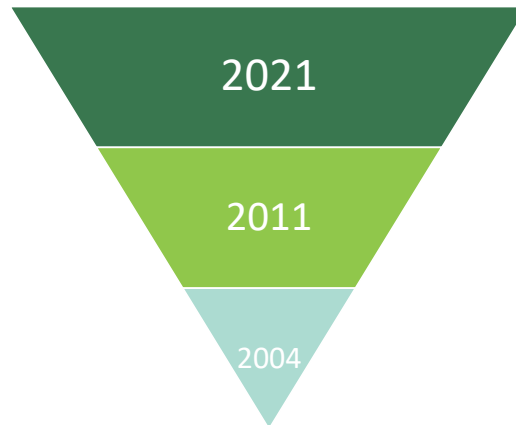


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## Why Did We Write a Third Edition?

- Looking back on the **research evidence base** for topics in dual language
  - development and disorders
    - 2004 (1<sup>st</sup> Edition)
    - 2011 (2<sup>nd</sup> Edition)
    - 2021 (3<sup>rd</sup> Edition)



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## Features of the Third Edition

- Over **150 pages** longer
- **New chapter** on heritage language development in children (Chapter 7)
- Updates to information in **all chapters**
- **Substantial revisions** and **new information** in:
  - The Language-Culture Connection (Chapter 2)
  - Language and Communication Disorders in Bilingual Children (Chapter 10)
  - Reading Disorders and Difficulties in Bilingual Students (Chapter 11)

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## Features of the Third Edition

- **Learning outcomes** at the beginning of each chapter
- Expanded ***"Voices from the Field"***
- More **Tables, Figures** and **Boxes**
- End of Chapters:
  - Section I: **Summaries**
  - Section II: **Key Points & Implications**
  - Section III: **Recommendations for Policy & Practice**

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## Features of the Third Edition

- Downloadable **parent questionnaires** for SLPs
- Online companion material for course instructors
  - **Discussion questions** for each chapter
  - **Class activities** for each chapter
  - Final **student project** on knowledge mobilization

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## Highlights from the Third Edition

- 1 Insights about bilingualism in children with typical development
- 2 Benefits of bilingualism and bilingual education
- 3 Insights about children with language and communication disorders and bilingualism
- 4 Insights about children with reading disorders and bilingualism

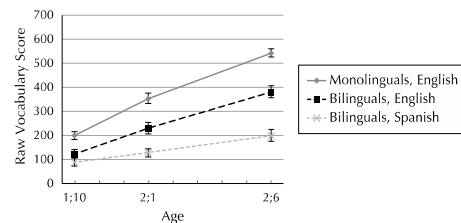
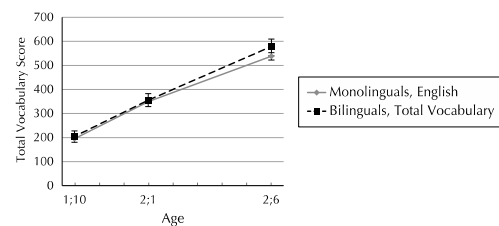
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## Early Bilinguals: Keeping Pace with Monolinguals

- Simultaneous bilinguals can keep pace with monolinguals in their dominant language
- Total combined vocabulary across both languages is the same or more than monolinguals



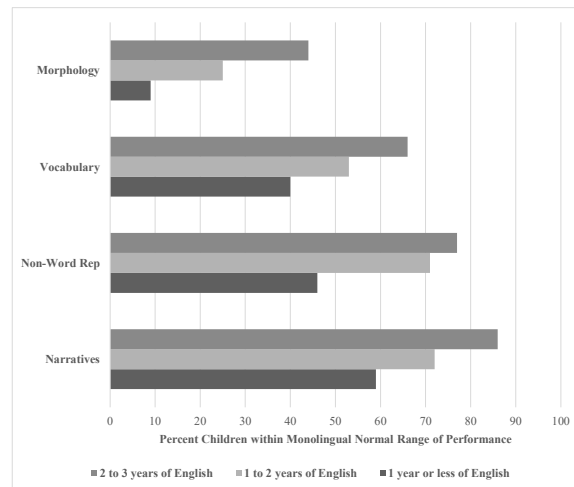
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## English L2 Learners: Catching up to Monolinguals

- Sequential bilinguals catch up to monolinguals for different linguistic subdomains at different rates
- Rethinking the concept of “catching up”



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## Why Do Some Children Acquire their L2 Faster than Others?

Child  
Internal

- Motivation/personality - limited relevance to minority-L1 majority-L2
- Cognitive skills - strong memory and analytic reasoning boost L2 learning
- Older age of acquisition means faster learning in the shorter term; younger is better for longer term outcomes
- L1 transfer - positive transfer boosts L2 learning

Child  
External

- Longer exposure to the L2 = more proficiency in L2
- Use of L2 with siblings and peers - but not parents - supports L2
- Rich L2 environment outside school supports L2
- Higher parental education and SES supports L2 (and L1)

Internal/  
External

- Socioemotional wellbeing - mental health and behavior problems can interfere with L2 learning

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## Supporting the Heritage-L1

### STRATEGIES FOR PARENTS

- Resist switching dominant household language to English
- Redirect children positively from English to H-L1 use
- Use complex and responsive language and not just regulatory language in the H-L1
- Discuss challenging and abstract topics in the H-L1; retells from English school work
- Seek multimodal media sources and community activities in the H-L1

### STRATEGIES FOR EDUCATORS

- Promote interculturalism in school – integration over assimilation
- Explore translanguaging in the classroom
- Include resource materials, books and other media in H-L1s
- Parent engagement and inclusion in classroom activities
- Enthusiastically encourage parents to adopt strategies at home to support H-L1

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## Benefits of Bilingualism and Bilingual Education

- Ability to communicate with people (family, community) who speak other languages
- Enhanced ability to access information in other languages
- Enhanced sense of well-being, especially for minoritized children
- Equivalent or superior levels of academic and linguistic achievement
- Expanded aspirations for higher education (minoritized students)

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## Benefits of Bilingualism and Bilingual Education

- Improved job prospects in international market place
- Even enhanced remuneration (if biliterate)
- Possibly enhanced executive functions

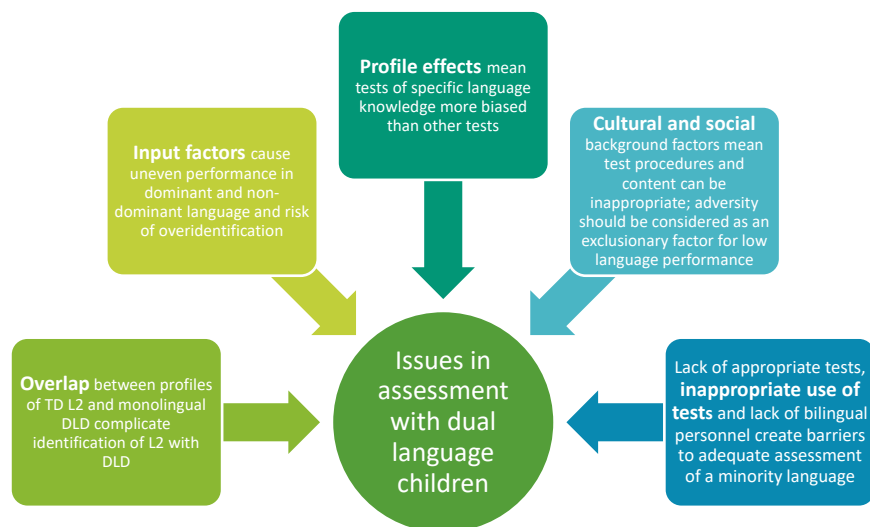
⇒ *these advantages are not automatic; they are usually associated with high levels of bilingualism and regular use of both languages*

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## Issues in Assessment with Dual Language Children

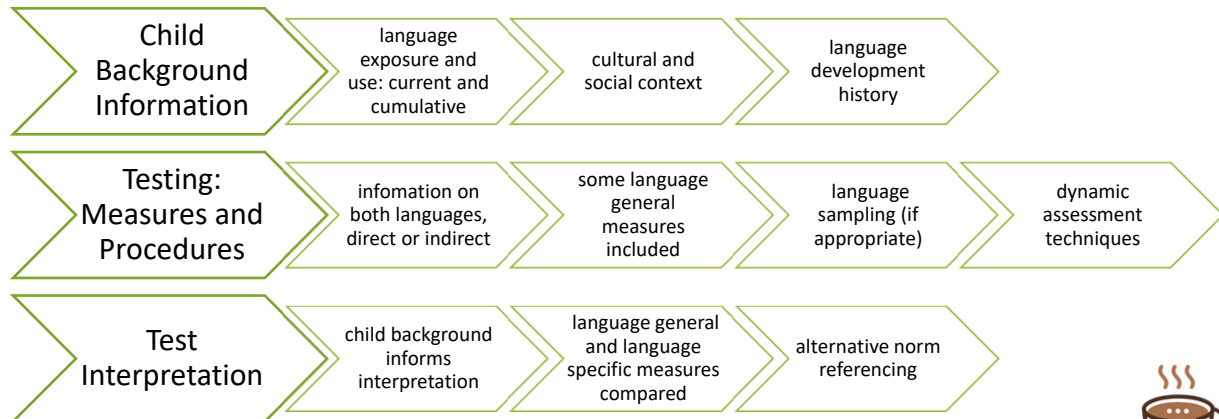


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## Strategies for Assessment with Dual Language Children



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## Supporting both Languages of Bilinguals with LCDs in Intervention

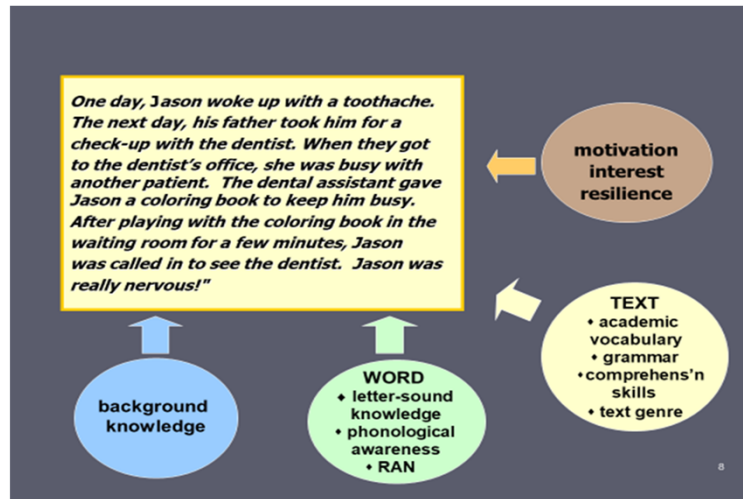
- There is no evidence that bilingualism exacerbates LCDs; children with LCDs can and do become bilingual
- Supporting the heritage-L1 has benefits for child and family wellbeing and communication; sudden shift to a monolingual environment has detrimental effects
- No reason to believe that children with LCDs would not experience the benefits of bilingualism
- Interdependence between a bilingual's two languages means that supporting one language also supports the other
- Strategies for supporting both languages exist, for bilingual and monolingual SLPs
  - Parents, siblings, peers and community members are resources

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## Children with Reading Disorder and Bilingualism



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## L2/DL Reading Acquisition Is Different

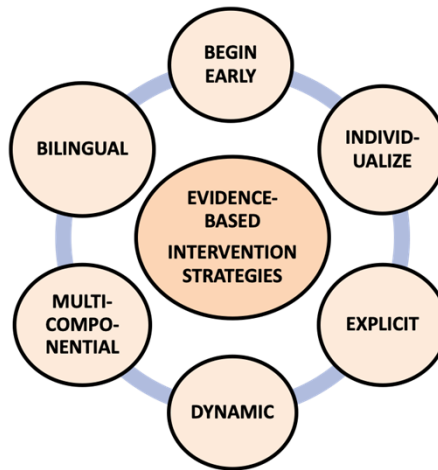


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## Supporting Struggling Readers



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# Questions?

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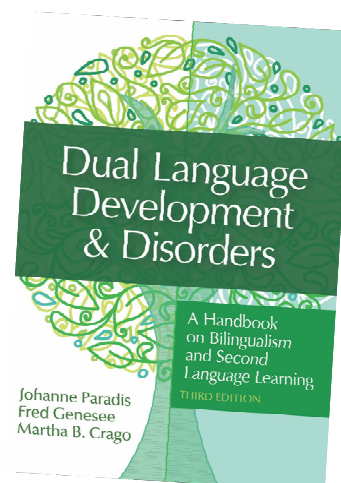


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## What did you think?

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## COVID-19 Resources

- Recommended reading
- Downloadable resources
- Professional development webinars

<http://bit.ly/COVID-education>



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## Get Your Certificate

<https://bpub.fyi/CertificateDualLang>



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# THANK YOU!

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