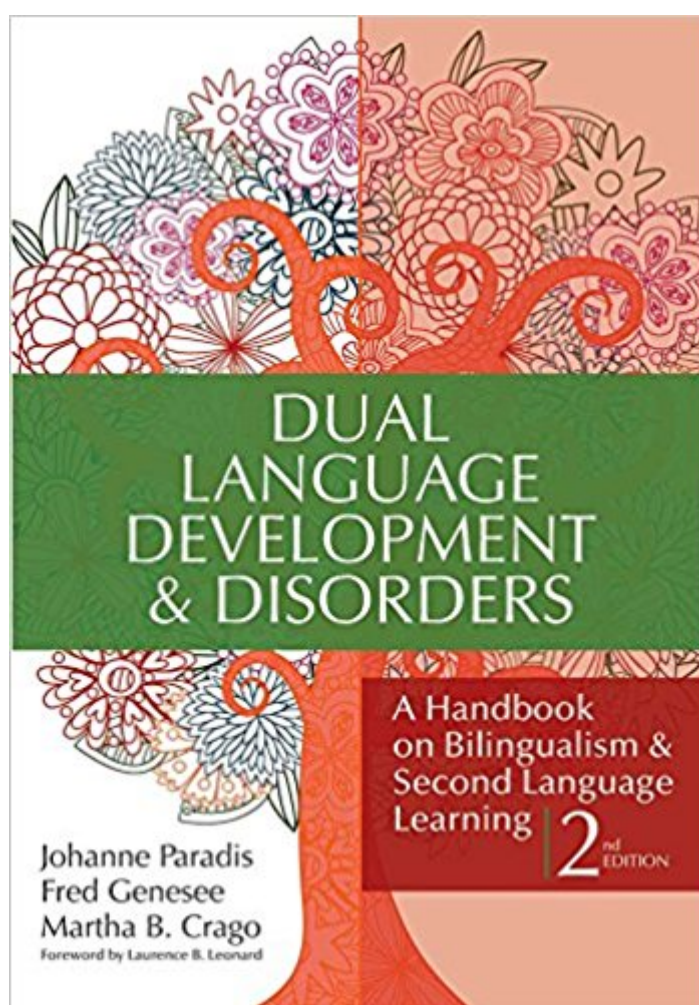


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# Dual Language Development & Disorders: A Handbook On Bilingualism & Second Language Learning, Second Edition (CLI)



## Synopsis

As more and more dual language learners enter the school system, now's the ideal time for this second edition of the bestselling textbookâessential for preparing SLPs and educators to work with young children who are bilingual or learning a second language. This comprehensive, student-friendly text takes the popular first edition to the next level, enriching it with 6 years of new research and the latest guidance on best practices. Dispelling the many myths about dual language development, the expert authors arm future professionals with the information they need to support young bilingual children and their families, all while meeting Head Start's guidelines on cultural and linguistic responsiveness. Preservice professionals will get a solid foundation of knowledge to help them address reading impairments in dual language learners (NEW CHAPTER!) minimize barriers to language development in internationally adopted children (NEW CHAPTER!) give children continuous, consistent, and rich exposure to both languages recognize the typical stages of second-language learning determine when a language delay is the result of an actual disorder prevent attrition of the child's first language make appropriate decisions about the schooling of dual language learners understand code mixing and successfully factor it into language assessments apply effective assessment strategies to accurately diagnose language impairments plan interventions that are culturally appropriate and respect the child's identity address parents' concerns and help them support their child's development in both languages Undergraduate and graduate students will also benefit from detailed profiles of dual language learners, definitions of key terms, and summary sections that juxtapose key points with their implications for effective practice. With the clear information in this state-of-the-art textbookâalso a valuable resource for in-practice SLPs and educatorsâprofessionals will be ready to make informed decisions that help young dual language learners thrive, both at home and in the classroom. Dual Language Development & Disorders is a part of the Communication and Language Intervention Series See how this product helps strengthen Head Start program quality and school readiness.

## Book Information

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## Customer Reviews

"A rare broad and deep treatment of the myriad issues surrounding language and literacy development and disorders in bilingual children . . . an indispensable resource." (Brian A. Goldstein)

Dr. Paradis completed her doctorate in psychology and pursued postdoctoral studies in communication disorders, both at McGill University. She has published numerous articles in scientific journals on bilingual and second language children, both typically developing and with specific language impairment (SLI). Before completing her doctorate, she taught English as a Second Language to adults and children for 10 years. Dr. Paradis is currently pursuing two lines of research. One line is concerned with bilingual children with SLI (e.g., Do bilingual children with SLI exhibit difficulties equally in both their languages? Do bilingual children with SLI exhibit more severe difficulties than monolingual children with SLI?). Her second line of research consists of comparisons between typically developing children learning a second language (minority children in particular) and monolingual children with SLI (e.g., How is their oral language similar and different? Are there aspects of language use particular to children with SLI and not to children learning a second language?) Both lines of research are aimed at developing ways to identify the clinical population among children in multilingual settings. Dr. Genesee is the author of nine books and numerous articles in scientific, professional, and popular journals and publications. He has carried out extensive research on alternative approaches to bilingual education, including second/foreign language immersion programs for language majority students and alternative forms of bilingual education for language minority students. This work has systematically documented the longitudinal language development (oral and written) and academic achievement of students educated through the media of two languages – their home language and another language. Along with Donna Christian and Liz Howard, Dr. Genesee is currently involved in a longitudinal study of a number of

two-way immersion programs in the United States of America. He has consulted with policy groups in Canada, Estonia, Germany, Hong Kong, Italy, Japan, Latvia, Russia, Spain, and the United States on issues related to second language teaching and learning in school-age learners. Dr. Genesee is also interested in basic issues related to language learning, representation, and use in bilingual children. His work in this domain focuses on simultaneous acquisition of two languages during early infancy and childhood; his specific interests include language representation (lexical and syntactic) in early stages of bilingual acquisition, transfer in bilingual development, structural and functional characteristics of child bilingual code-mixing, and communication skills in young bilingual children. A new line of research will examine the language/speech processing skills of preverbal bilingual and second language infants. Collectively, this work seeks to extend understanding of the limits of the human faculty for language acquisition, which, to date, has been based primarily on studies of monolingual acquisition.

Martha B. Crago, Ph.D., has bachelor of arts, master's of science, and doctoral degrees from McGill University. Prior to becoming a professor in communication sciences and disorders at McGill, she worked as a speech-language pathologist. At present, Dr. Crago is McGill's Dean of Graduate and Postdoctoral Studies and Associate Provost (Academic Programs). Her research has focused on cross-linguistic and cross-cultural studies of Inuktitut, French, English, and Arabic across a variety of learners, including bilingual children as well as children with language impairments. Her research has been published in numerous articles, books, and book chapters. Dr. Crago has been the President of the Association des Doyen(nes) des Etudes Supérieures du Québec and President of the Canadian Association of Graduate Studies (CAGS) and a member of the Executive Board of the Council of Graduate Studies (USA). She also serves on a number of Canadian national committees and review boards, including the Standing Committee on Fellowships and Career Development of the Social Sciences and Humanities Research Council of Canada, Le Chantier du Relevé des Fonds Québécois de Recherche en Nature et Technologie, and the Steering Committee for the Evaluation of the Strategic Training Initiative in Health Research of the Canadian Institutes for Health Research.

Laurence B. Leonard, Ph.D., Rachel E. Stark Distinguished Professor, Speech, Language, and Hearing Sciences, Purdue University, 500 Oval Drive, Heavilon Hall, West Lafayette, IN 47907 Laurence B. Leonard studies childhood language disorders, with special reference to children with specific language impairment. Much of his work in recent years has dealt with the grammatical deficits of these children. Together with collaborators, Dr. Leonard has studied children with specific language impairment from diverse language groups, including Cantonese, Finnish, Hebrew, Hungarian, Italian, and Spanish, as well as English.

I ordered this book for myself. I do have some background in modern linguistic theory. I especially enjoyed a class I took many years ago in language acquisition. I was excited when my grandson was born, as his mother is Turkish and will be speaking Turkish to him as he grows. I felt it would be to his great benefit to have two languages at his disposal. So, when my son and his wife became discouraged that he was not learning to speak "on time," they began calling in experts. They got several conflicting messages about what exactly was the root of his delay and how exactly they should move forward in arranging for help. This book provided a good solid background for all the many questions that might arise about children learning two languages, no matter what their particular situations. It answered many of my questions, and it provides excellent insight for effectively raising a child who will have the benefit of two languages at his/her disposal. As my son and his wife have worked at arranging help for my grandson, I have been reassured because of this book that they are now moving in the right direction for helping him. I just had a second copy sent to my them so they will have it as a reference as my grandson grows. At this point, he is almost two years old. This book will be something they can always turn to to remind them of important concerns and suggested strategies for helping him grow in both his languages.

It was very informative for someone who has had no foundation in bilingualism as me.

This book is in the best conditions I've ever seen a rental be. I couldn't be more pleased.

Very informative.

This is a much-needed, informative, and thoroughly updated book and I recommend it at all my presentations. There's nothing else like it.

ok.

I speak two languages and have been researching how to teach the languages to my child. My child is still young but I wanted to find out what are some of the obstacles in teaching him two languages in the U.S. I find this book to be comprehensive and useful for my purpose. I believe I will be using this book as a reference in the next few years.

The back page of the book was very noticeable bent. I was very dissapointed

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