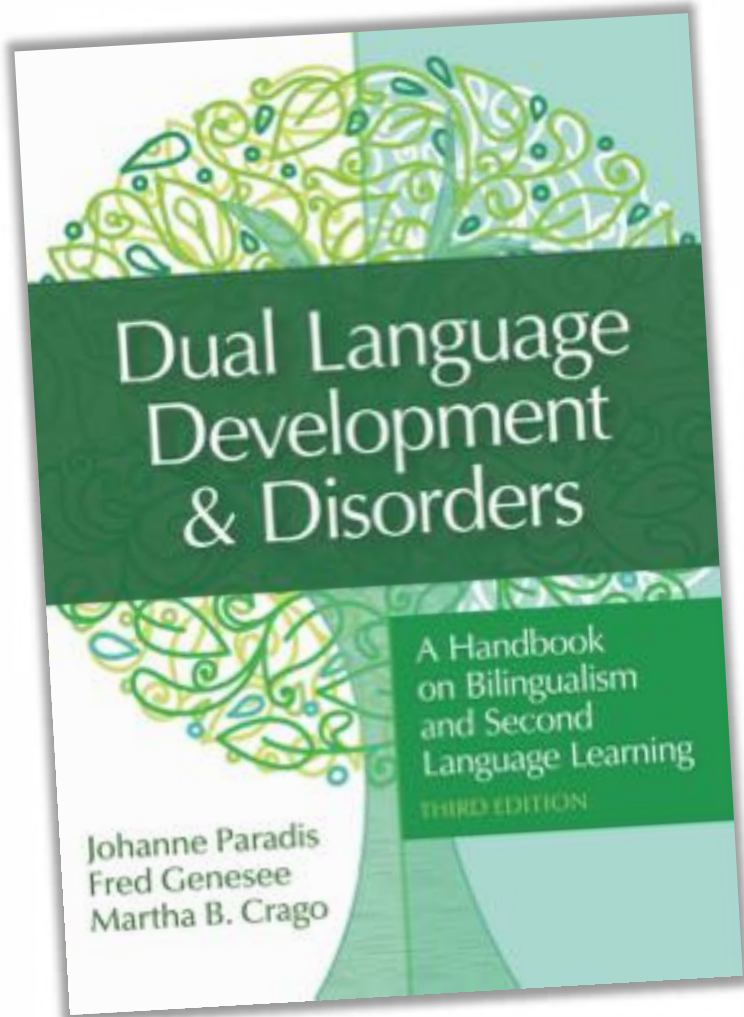


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MARCH 2021



NEW EDITION
of the bestselling text
professionals need to help young
dual language learners thrive!

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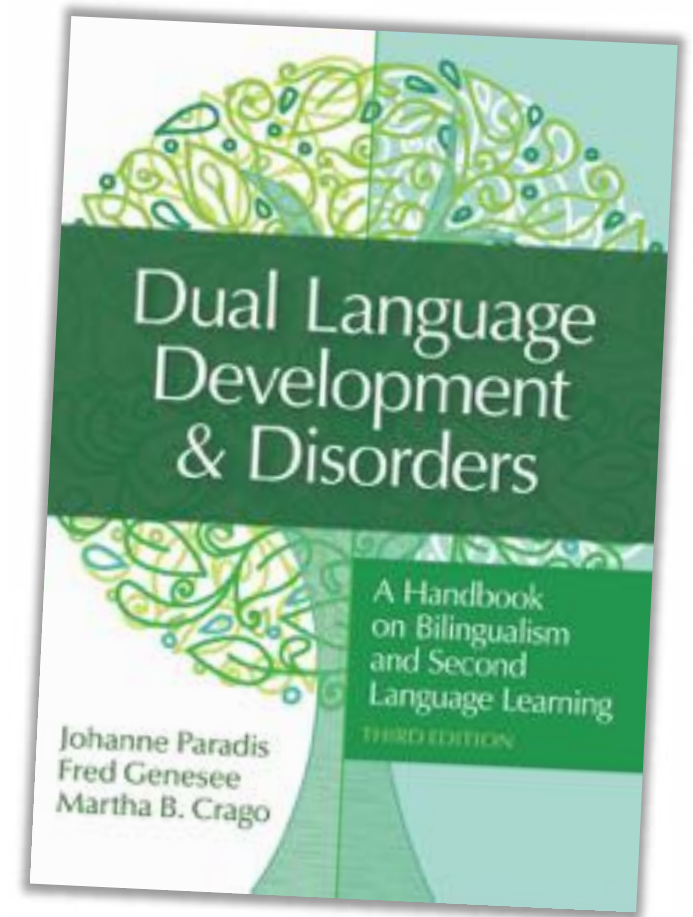
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About the Book

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



Johanne Paradis, Ph.D.

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).

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



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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.

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

About the Authors



Martha B. Crago, Ph.D.

Dr. Crago has a 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).

[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:

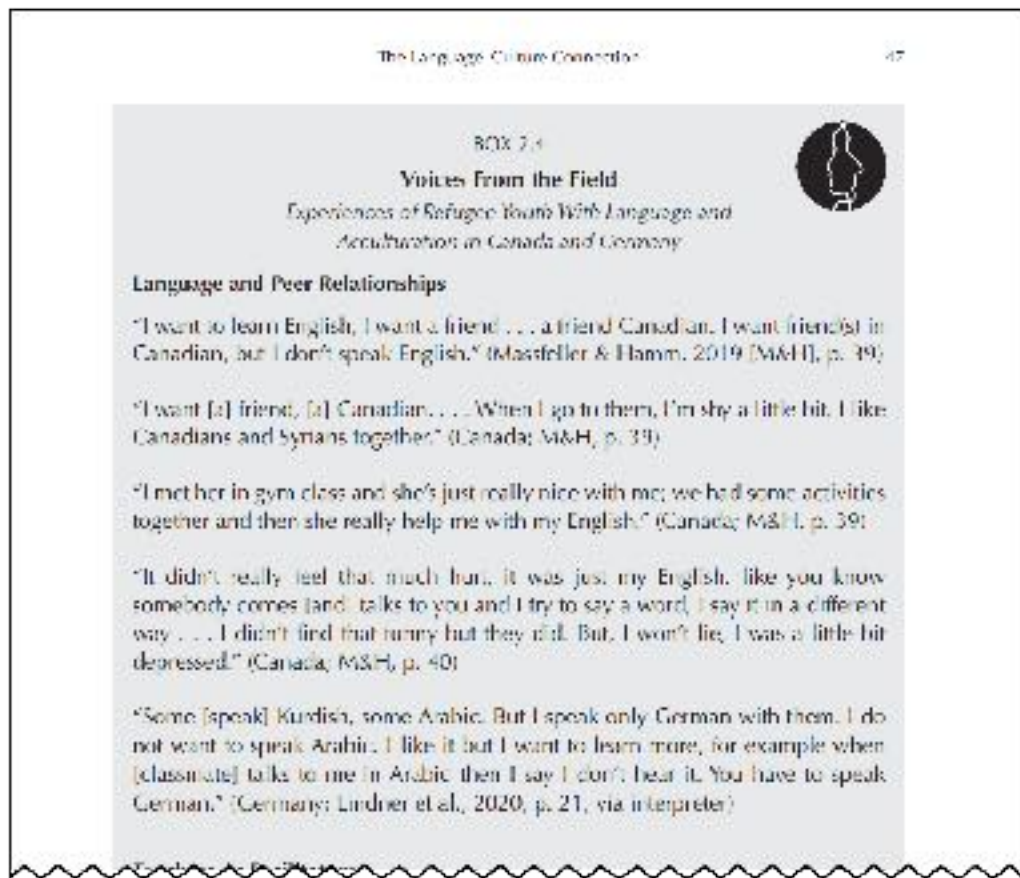
- What language socialization is and how it connects culture with children's language development
- How the quantitative and qualitative features of communication practices with young children vary across cultures and how the features of mainstream, middle-class Western culture are not universal
- How 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



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



Boxes, tables, and figures

Reading Instruction: Effective Practices

10

DEFINITION

Definition of Dyslexia from the International Dyslexia Association (IDA):

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 are not due to inadequate knowledge or to insufficient instruction. Secondary consequences may include comprehension and reading reading comprehension and reading fluency, and reading knowledge.

Figure 11.8. 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-WCIRD 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

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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 use 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 Thomas and Collier, “the language that is used by teachers and students for the purposes of acquiring new knowledge and skills. . . . [improving our] information, describing abstract ideas, and developing students’ conceptual understanding.” (1997, p. 40). It includes the specialized vocabulary, grammar, discourse forms, and rhetorical skills associated with academic instruction and mastery of academic knowledge and skills. Academic language may be used or written and includes both production and comprehension of language.

acculturation Adaptation both culturally and linguistically to a host country. In the context of migration, individuals from one culture have different conceptions of acculturation, such as integration, assimilation, separation, and transmutation. Linguistic acculturation means that the individual immigrant identifies with both the host and host culture and language, which is the most successful kind of acculturation. Acculturation means that the individual’s original culture and language are replaced by the host country’s culture and language. Acculturation means identification with the host culture. Language takes place, and acculturation means identification is not strictly 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. Acculturation or 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 write in one language make the transition to reading and writing fairly easily. Above all else, Trevor was highly motivated to learn and make friends with his German-speaking classmates, become Trevor’s primary language in school and outside friends, English continues to be a dominant force in his life of Trevor giving up his English as he learns German. Although an L2 in Germany and is surrounded by the German language is considered to be a member of a majority ethnolinguistic community of English in his family and internationally. Also, Trevor and his family are usually in the host country temporarily and will return to their country of origin. Trevor, in the same way as Samantha, has not become bilingual, and both of these children speak a second language 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.

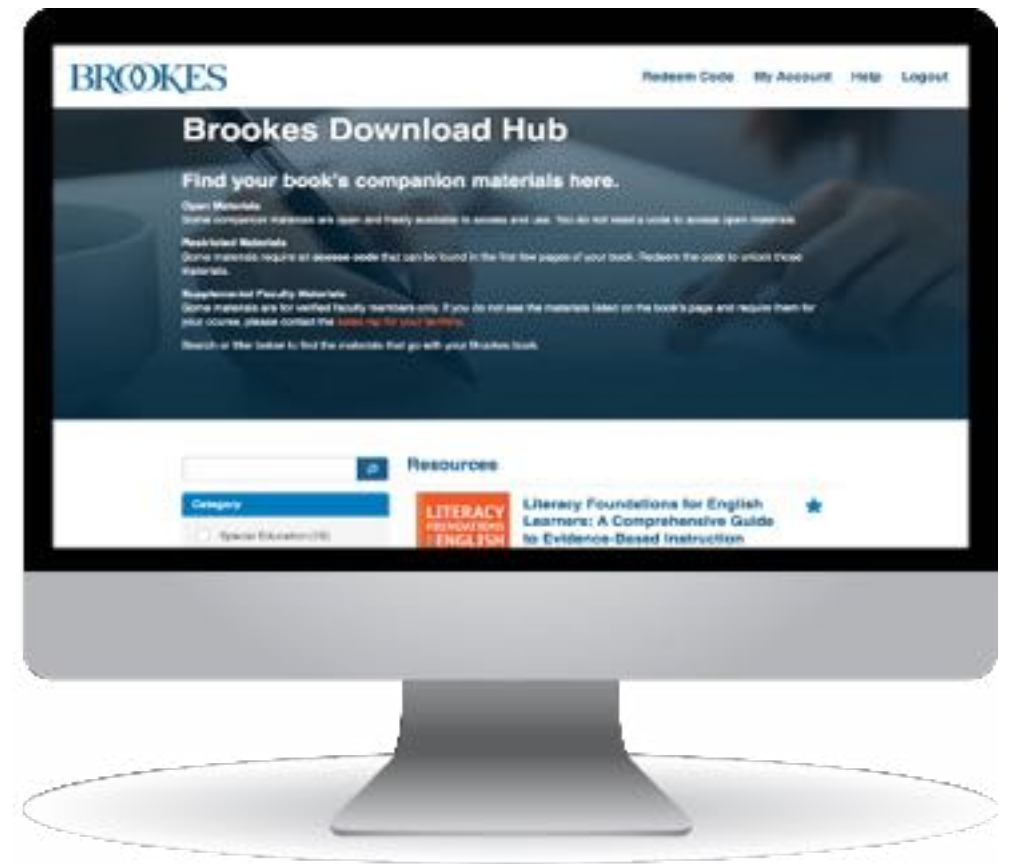
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- Class activities for each chapter
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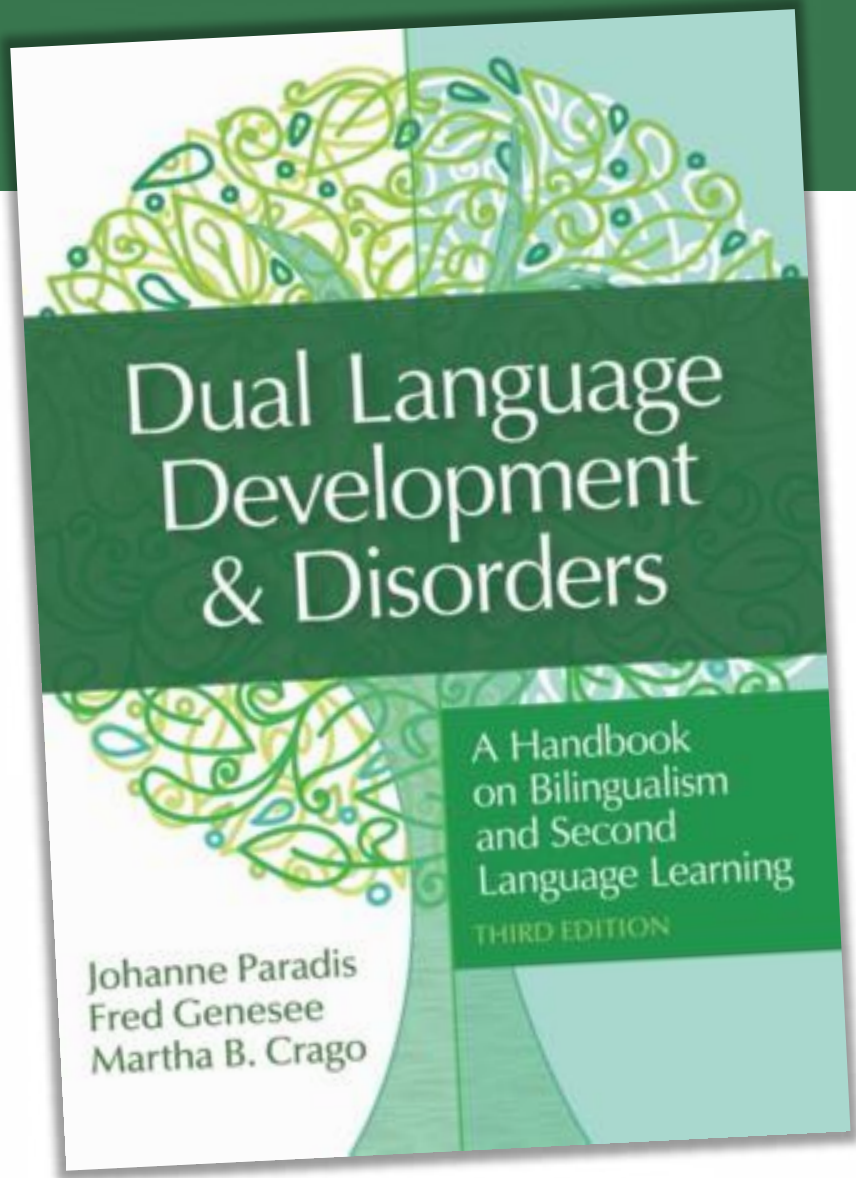
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