Chapter 2
Dual Language Development

The purpose of this chapter is to provide speech-language pathologists and other educators with resources and background information regarding normal bilingual language acquisition in early childhood. The focus is on acquiring multiple languages simultaneously (simultaneous bilingualism) and/or acquiring an additional language in early childhood (early sequential bilingualism); however, there is also information that is relevant to language learning later in childhood and/or adulthood.

In order to avoid over- or under-representation of culturally and linguistically diverse children on special education caseloads, it is important for professionals to understand what is typical for individuals who are bilingual or acquiring a second language. While it may be tempting to go directly to the sections on evaluation and intervention when trying to answer specific questions about children on one’s caseload, gaining an understanding of the underlying processes at work in these children will ultimately inform clinical decisions. In addition, it may be necessary to locate information for parents or other professionals in order to make informed decisions regarding matters such as language choice for intervention and educational placement.

When asked to evaluate the language abilities of a child who is not a member of the mainstream language group, professionals must separate those linguistic behaviors that result from the child’s status as a bilingual or second language learner from those that constitute a disorder.

The diagram below illustrates the population that speech-language pathologists and early childhood special education teams are seeking to identify and serve.
The area in which the circles overlap represents those second language learners who also have a speech, language or other disorder. A speech or language disorder affects the person’s ability to learn any language. Children must show problems in both English and their primary language in order to be classified as having a disability. Therefore, once a child is determined to be bilingual, evaluation and intervention procedures should take place in both languages. Please reference Chapter 3 of this manual for more information on this topic.

The resources included here range from theoretical to practical. With this edition of Talk with Me, there has been a shift towards online resources because of their accessibility and practicality. Many of the items in Chapter 1 of this manual also have information on bilingualism and second language acquisition and are, therefore, cross-referenced in both chapters. For a list of five key points related to dual language learning, see Appendix 2A.

**Summary of Dual Language Learning Processes**

The summary given here is not meant to be exhaustive, but rather to acquaint professionals with some of the processes and terminology pertaining to bilingualism and second language acquisition. The resources listed in the second section of this chapter can be used to obtain far more information on these topics. It is hoped that these resources will equip professionals with the background knowledge they need to be better prepared as they seek to evaluate and treat young children from various backgrounds.

**Bilingualism**

Bilingualism refers to the use of two or more languages by an individual or a community. Simultaneous bilinguals are individuals who learn more than one language at a time starting at birth. They are also referred to as “bilingual first language learners.” Others are considered sequential bilinguals, in that they first learn one language and then start learning a second. It is not necessary for someone to have equal proficiency in all languages to be considered bilingual.

**Stages of Second Language Acquisition**

Second language acquisition often follows a similar trajectory to first language acquisition. Stages commonly observed in second language learners include the following:

1. Use of native language, even if the listener doesn’t speak or understand it
2. Silence (observing)
3. Simplification (e.g.: “Dog” for “I see a dog.”)
4. “Chunks” of language (e.g.: “I dunno.” for “I do not know.”)
5. Productive language use
   (Ellis, 1994)
It is not uncommon for some children to enter a “silent period” when first exposed to a new language (Ibid.). During this time their receptive language skills should be developing, despite a lack of expressive output in the new language. Estimates regarding how long this period lasts differ. Variance among individuals based on temperament and circumstance are commonly observed.

Primary Language, Language Dominance
When working with bilingual children, professionals should consider the children’s primary language (also referred to as “first language” or “home language”), their current dominant language and whether or not they have varying levels of proficiency in a language depending upon the context in which each language is used. For example, a child whose home language is Arabic and school language is English may have vocabulary for items associated with the home (e.g.: bed, rice) in Arabic, and vocabulary for items associated with school in English (e.g.: scissors, glue).

Language Loss
It should also be noted that a child’s language dominance is subject to change depending upon patterns of usage and exposure. Language loss is a possibility and often takes place within a limited number of generations in a family. For example, a child who is only exposed to Portuguese for the first two years of life can be said to have Portuguese as a primary (and dominant) language. However, if that child then moves to the United States and attends preschool in an English-speaking environment, his or her dominant language status may shift to English after a period of time. As the child moves through the English-speaking school system and uses Portuguese less, the child may also experience some language loss and may no longer be able to use Portuguese in a functional manner. Subsequent generations in this child’s family may then have no exposure to Portuguese in the home.

Language Influence
A child’s first language may influence how they learn subsequent languages. This influence may be reflected in speech (e.g.: A child may say, “tum” for “thumb” because their first language does not have a “th” sound) and/or language (e.g.: A child may say, “What shape it is?” because of syntax rules in the primary language.). In children, these influences are usually temporary. In adolescents or adults, they may persist indefinitely.

Code Switching
Code switching is a normal activity in which bilingual people blend the languages that they speak in a rule-bound way to convey meaning. Speakers choose when and with whom to code switch. Code switching does not impede a child’s ability to understand or learn language, provided the child is familiar with the language elements being used (Kohnert, 2007). Individuals may also code switch between languages if they lack the vocabulary or syntax to complete a thought in one
language. This may be reflective of limited language proficiency and not necessarily a disorder (Ibid.).

Impact of Exposure
Professionals should consider potential differences in the type and amount of exposure children have had to various linguistic frameworks and contexts. For instance, assumptions regarding narrative structure and content (e.g.: understanding that stories often begin with “Once upon a time….”) are learned behaviors with which non-mainstream children may not be familiar (Heath, 1982a). Children may therefore lack some linguistic constructs in both their first and second language, not because of learning difficulties but because of a lack of exposure to that type of linguistic construct.

This lack of exposure can also impact evaluation procedures. For example, children from some culture groups may be less likely to answer known-information questions (Heath, 1982b). These children may, therefore, not immediately comply with evaluation tasks such as labeling of common objects (Wyatt, 1993). Please refer to Chapter 3 in this manual for more information regarding avoiding bias during evaluation.

BICS and CALP
Frequently mentioned in discussions of second language proficiency are Cummins’ notions of Basic Personal Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (1979).

BICS refers to the highly contextualized language skills needed in everyday face-to-face communication (including grammar, pronunciation and vocabulary). Cummins estimates that in sequentially bilingual children, BICS are acquired after approximately two to three years of exposure to a second language.

CALP refers to de-contextualized language needed to function in academic settings and includes literacy skills. Cummins suggests that it takes approximately five to seven years in the host country in order for a child to acquire adequate CALP (or longer without support of the primary language).

Though the BICS/CALP dichotomy has been widely used across disciplines, professionals should avoid over application of these principles, particularly the time frames listed. They are not norm-referenced standards by which one can make evaluation or eligibility decisions. Nevertheless, this distinction is useful to professionals in that it alerts them to the potential discrepancy between a child’s or parents’ ability to communicate orally in the mainstream language and their ability to function within an academic environment or to fully understand more abstract concepts in their second language (e.g., special education terminology). For a more thorough discussion of BICS and CALP, please refer to Kohnert (2007), Ellis (1994) and Cummins (1979).
Language Choice
When determining language choice for interactions with the child and family, one must consider the family’s opinions. Some bilingual individuals may feel more comfortable communicating in their non-dominant language depending upon their conversational partner and the setting in which the interaction occurs. Cultural differences can also impact mutual understanding between professionals and families as much as language differences do.

Language choice for intervention requires consideration of the child’s first language, dominant language, family opinion, availability of bilingual service providers, communication needs in each language spoken, etc. Ideally, intervention would be conducted in the dominant language, which, in early childhood, is often the first language.

Parental Concerns
Learning a new language is a cognitively challenging activity. It is a frequent assumption that because children are “natural” language learners they can acquire new languages without effort. While it is true that children are often better than adults at imitating the phonological patterns of new languages, children still require time, support, and adequate exposure in order to learn a new language. That language learning process is ameliorated when the first language is maintained (Baker, 2007).

Professionals and parents may be concerned that use of the first language may delay acquisition of the second language. However, if children can build the second language on the framework of the first, both languages benefit. The most significant risk is actually the loss of the first language, particularly if it is not the mainstream language (Kohnert, 2008). Thus, parents should be encouraged to maintain use of the first language.

Parents also may be concerned that exposing a child to multiple languages will be too challenging or confusing to the child, particularly if the child has language or learning difficulties. Parents can be reassured that children are equipped to learn multiple languages; children should be able to achieve proficiency in multiple languages to the fullest extent of their language learning potential (Kohnert, 2007). Indeed, rather than impeding language skills, bilingualism has been reported to confer a cognitive advantage to children (Yoshida, 2008).

See Appendix 2B for Reference list.

Resources for Bilingualism

Books
Assessment and Intervention for Communication Disorders in Culturally and Linguistically Diverse Populations
Talk With Me

This text, which is also reviewed in Chapter 1 of this manual, provides specific information for speech-language pathologists about best practices when evaluating and treating a student or adult from a culture/language group that is not shared by the service provider. This resource helps practitioners determine the most effective and appropriate ways to provide services to all clients. Chapters 2 and 3 discuss second-language development, dual language processes, bilingual education, optimal teaching/learning strategies for culturally and linguistically diverse populations, ways to promote bilingualism, etc.


**Bilingual First Language Acquisition**
This readable textbook provides a thorough description of all of the factors that contribute to the language development of children who grow up with two or more languages from birth and describes how these children learn to understand and use sounds, words and sentences in their two languages. Information is based on studies done in a number of languages in many different countries. In addition, the author explains how attitudes towards bilingualism and an individual's language learning environment contribute to the variability amongst bilingual children and their families. Many examples of bilingual children and families are given. Each chapter concludes with a boxed summary, suggested activities and projects for further understanding of the subject matter and recommended readings.


**Bilingual Language Development & Disorders in Spanish-English Speakers (2nd Edition) NEW EDITION**
This research-based text, which is also reviewed in the first chapter of this manual, provides reliable evaluation and intervention approaches for speech-language pathologists serving bilingual children with language disorders. Topics covered that pertain to bilingual language acquisition include first language loss, language development, promoting gains in more than one language, code-switching, etc.


**Bilingual Special Education Interface (4th Edition)**
This book (also reviewed in Chapter 1) offers research-based practical information regarding the needs of bilingual children with disabilities. Among topics covered are the following: bilingual language development, second
language acquisition, and the interface of the special education and bilingual education fields.


**Dual Language Development and Disorders A Handbook on Bilingualism & Second Language Learning, (2nd Edition) NEW EDITION**

This text (also reviewed in Chapter 1) explains normal and impaired dual language development while exploring the differences between monolingual and bilingual development. The book discusses the differences in language acquisition between “bilingual children” (those learning two or more languages simultaneously) and “second language learners” (those learning languages sequentially). There is discussion of the ways in which the status of a language may impact learning. Four case studies are introduced in the first chapter and revisited throughout the remaining chapters.


**How Languages are Learned (3rd Edition) 4th Revised edition due on December 20, 2012**

This third-edition provides a user-friendly introduction to the theories of first and second language acquisition. It is designed for teachers and discusses theories in relation to classroom implementation. Topics covered include basic tenets of first and second language acquisition, individual differences in second language learning, developmental sequences of acquisition, first language influence on subsequent languages, observation in the second language classroom, proposals for classroom teaching, etc.


**Language Disorders in Bilingual Children and Adults**

This book, which is also reviewed in Chapter 1 of this manual, provides speech-language pathologists with information on providing effective services to bilingual children and adults with suspected or confirmed language disorders across the life span. Several concepts pertaining to normal second language acquisition are addressed.


The latest edition of *One Child, Two Languages* is most useful for early childhood educators working with bilingual children. This version includes updated research and an expanded chapter on assessment, including a new tool for monitoring children's progress as they learn English. This resource covers a wide range of topics related to the education of second-language learners. Teachers will benefit from information about how to create a supportive classroom environment for second-language learners, effective ways to measure progress, how to address individual differences, and how to work with parents to acknowledge the importance of children's home language and culture.


**A Parents’ and Teachers’ Guide to Bilingualism (3rd Edition)**

This accessible book is written in question/answer format, providing parents and educators with readable answers to a comprehensive collection of frequently asked questions about bilingualism and bilingual education. It includes information both for monolingual and bilingual individuals who wish to learn more about bilingualism and how it impacts family life, education choices, cultural identity, literacy, etc.


**Websites**

**American Speech-Language-Hearing Association's Website**

The Website of the American Speech-Language-Hearing Association (ASHA), [www.asha.org](http://www.asha.org) which is also reviewed in Chapter 1 of this manual, contains a multitude of resources for individuals looking for information regarding both normal and disordered second language acquisition. The resources cover topics such as working with interpreters, raising a bilingual child, international adoption and evaluating speech and language skills in CLD children. The information in all of these resources applies directly or indirectly to second language acquisition. The Website contains articles (many full-text versions, accessible to ASHA members), self-assessment tools, information for parents, continuing education PowerPoint presentations, handouts from ASHA conventions, glossaries, etc. Some of these materials have been translated into other languages. In addition, the Website lists contact information for the Office of Multicultural Affairs and for ASHA’s action centers, where members and the public can get answers to frequently asked questions. Following are selections from that Website that pertain directly to the topic of bilingualism:
• **Acquiring English as a 2nd Language: What's Normal, What's Not**
This handout covers normal phenomena, benefits of bilingualism, how students should learn multiple languages and the differences between social and academic language. This handout is also available in **Spanish**.

http://www.asha.org/public/speech/development/easl.htm#learn

• **Bilingualism, ELL, LEP and ESL**
Bibliography of resources pertaining to Bilingualism, ELL, LEP, ESL and Communication Development and Disorders in Multicultural Populations.

American Speech, Language Hearing Association (2008, September 15). *Bilingualism, ELL, LEP and ESL.*
http://www.asha.org/practice/multicultural/readings/bilingual_lep_esl.htm

• **Learning Two Languages**
This handout includes information for parents that addresses the following questions: How do I teach my child to be bilingual? Will learning two languages cause speech or language problems? What should I expect when my child learns more than one language? What resources can I use to help my child be bilingual? If my child is having trouble communicating, should we use only one language? What are some additional resources? This information is also available in **Spanish**.

http://www.asha.org/public/speech/development/BilingualChildren.htm

• **Second Language Acquisition**
This handout includes general information about second language acquisition, the best way to teach a second language, how speech-language pathologists can help, and lists of other organizations that have information about second language acquisition. Available in English and **Spanish**.

http://www.asha.org/public/speech/development/second.htm

**Center for Applied Linguistics (CAL) Website**
CAL ([www.cal.org](http://www.cal.org)) is a private, nonprofit organization that is dedicated to improving communication through increased understanding of language and culture. It provides a variety of research-based information, tools, and resources in the areas of bilingualism, English as a second language, literacy, and foreign language education, dialect studies, language policy, refugee orientation, and the
education of linguistically and culturally diverse adults and children. Two of their resources that are specific to early childhood bilingualism are listed below.

- **Raising Bilingual Children: Common Parental Concerns and Current Research**
  This two-page digest summarizes the research related to bilingualism and language delay, bilingualism and language confusion, language learning and television and bilingualism and intelligence. A Spanish version also is available.


- **Fostering Second Language Development in Young Children**
  This digest concisely summarizes many aspects of bilingualism by outlining eight principles. These principles will help educators better understand and serve their students who are in the process of acquiring a second language.


**Early Childhood Learning and Knowledge Center Website**

Offered by the Administration for Children and Families, Office of Head Start, this comprehensive Website (www.eclkc.ohs.acf.hhs.gov/hslc) contains many resources that early childhood programs may find helpful. Because Head Start serves a large number of children from culturally and linguistically diverse backgrounds, they have developed a number of resources to prepare professionals to provide culturally responsive services. This Website is current and updated regularly. On the homepage, there is a sidebar menu that includes Dual Language Learners and Their Families. In this section, there are articles, tip sheets, information for parents, etc. In addition, the following three PowerPoint presentations related to dual language learners can be found by selecting “DLL: Professional Development” from the side bar.

- **"Keynote Address: Assessing Young Dual Language Learners—What You Need to Know and Why-Part I"** by Carol Scheffner Hammer: This presentation covers eight main points about the language development of dual language learners and the implications for assessment.

Talk With Me


- "Keynote Address: Assessing Young Dual Language Learners—What You Need to Know and Why-Part II" by Linda M. Espinosa: This presentation focuses on the underlying goals of assessment of young dual language learners, language development factors that need to be considered and the processes for completing authentic assessments that yield the most reliable results.


- “Keynote Address: Myths and Realities about Dual Language Learning” by Fred Genesee. The PowerPoint slides from this presentation focus on five unfounded beliefs surrounding dual language development: 1) early dual language learning is confusing; 2) code switching is a sign of confusion; 3) children easily “pick up” languages; 4) more and earlier exposure to English is better and 5) monolingual staff cannot support dual language development. Research findings and implications are used to promote appropriate learning environments for dual language learners.


Everything ESL Website
Everything ESL (http://www.everythingesl.net) is a Website that was developed by Judie Haynes, an English as a second language (ESL) teacher from New Jersey. She and other experienced ESL teachers have contributed lesson plans, teaching tips, downloads, discussion topics and classroom resource picks to this Website. Although designed for K-12 teachers, the following two short articles are applicable to general understanding of second language acquisition.

- Explaining BICS/CALP
  This short article provides a brief summary of the difference between social language and academic language.


- Stages of Second Language Acquisition
Talk With Me

This practical article provides a succinct summary of stages of second language acquisition and also provides suggestions for teachers on how to engage students at the various stages.


Other Online Resources

Bilingualism: Frequently Asked Questions  NEW
This is a two-page handout from the National Literacy Trust of Great Britain www.talktoyourbaby.org.uk provides answers to parents’ frequently asked questions about speaking the home language with their child while in an English-speaking country.

http://www.literacytrust.org.uk/assets/0000/0804/FAQsonbilingualism.pdf

Challenging Common Myths about Young English Language Learners
This resource, published by the Foundation for Child Development, is a review of research from a variety of disciplines that challenges conventional thoughts regarding bilingualism in young children. There is a level of detail here that surpasses the typical "handout" discussion of myths, yet the document is highly readable and suitable for a variety of professionals and parents. Myths addressed include the following: learning two languages will cause a delay in the acquisition of English; total immersion is the best format for language acquisition; schools should provide "English-only" instruction because they are unable to provide instruction in all of the other languages spoken by children in the school system, etc. Myths regarding Latino language and culture groups specifically are also discussed.


The Cognitive Consequences of Early Bilingualism
This article discusses recent research findings regarding the benefits of bilingualism. The author addresses earlier perspectives that viewed learning of multiple languages as a source of developmental problems or delays (p. 26). The author reports that, contrary to previous assumptions, research from a variety of disciplines supports the notion that bilingualism confers a cognitive advantage upon children, particularly within the domains of executive function and knowledge transfer from one language to another. Consideration of bilingualism issues in immigrant communities is discussed, and a call is made for more systematic research into the effects of socio-economic issues on bilingualism.
Talk With Me


Dual Language Learners in Early Care and Education Settings
This two-page “practical tips and tools” sheet is excerpted from Early Steps to School Success: An Introduction to Dual Language Learning for Early Childhood Coordinators. The information is provided in table format. The left column describes four aspects of bilingualism (language development, language mixing, language loss and relationships), and the right column addresses how these aspects of bilingualism impact the way in which one works with families.


Early Childhood Bilingualism: Perils and Possibilities
Dr. Fred Genesee addresses the questions and concerns often expressed by parents, early childhood educators, teachers, and speech-language specialists when it comes to bilingual education and raising children bilingually. He cites research studies to support the assertion that early bilingualism benefits learning and language development. This is part of the Minerva Lecture Series, which was created to foster discussion between Canadian researchers and citizens from across the country. You are able to listen to the lecture as a podcast and download the PowerPoint slides.


Early Childhood Education Brief: Second Language Development
This two-page handout summarizes ten essential research findings related to bilingualism in early childhood. Many references are given for each of the findings. This handout could be used as a quick reference for some families or other professionals.

**ELL Companion to Reducing Bias in Special Education Evaluation**

Temporarily unavailable from the Minnesota Department of Education (MDE) Website

This online resource provides guidelines for reducing bias in special education evaluation for English Language Learners (ELL). The manual was developed as a companion to the existing guidelines, *Reducing Bias in Special Education Assessment for American Indian and African American Students*, and can be found on the Minnesota Department of Education Website. The chapters that most directly relate to bilingualism and second language acquisition are Diversity Among English Language Learners (Chapter 3) and Background Information on Language Acquisition (Chapter 4).


Contact Elizabeth Watkins, Special Education Policy Section to request a copy. Phone: 651-582-8678. Email: Elizabeth.Watkins@state.mn.us

Or access as a PDF file at: http://www.asec.net/Archives/Manuals/ELL%20companion%20Manual%20020212%5B1%5D.pdf

**Fostering Second Language Development in Young Children**

NEW

This digest is based on a report by Barry McLaughlin from 1995, published by the National Center for Research on Cultural Diversity and Second Language Learning. Eight principles are outlined to help teachers understand the process and stages of learning a second language.


http://www.cal.org/resources/digest/ncrcds04.html

**Foundations in English Language Development**

This chapter of California Preschool Learning Foundations (Volume 1) summarizes sequential bilingualism in preschool children. The authors assert that the learning that occurs in the home language is the foundation for later learning in a second language. The stages of second language acquisition are described and aligned with a continuum of second language development for four academic areas: listening, speaking, reading, and writing. Rubrics for each of these areas are provided. This document helps classroom teachers understand their students’ progress toward English-language proficiency. The document can be accessed through the California Department of Education’s Website (www.cde.ca.gov) and searching for “learning foundations.”
Home Language Acquisition and Retention for Young Children with Special Needs
This highly readable article discusses the benefits of bilingualism and maintenance of the home language. The authors state that children with special needs may lose their home language more quickly than others, partly because of parents’ and professionals' well-intentioned but mistaken beliefs that the use of multiple languages will confuse a child or cause a language delay (pp. 28-29). The article debunks these beliefs and outlines several benefits of bilingualism, including the following: bilingualism facilitates English language acquisition, promotes positive self-identity, enhances the family’s quality of life, promotes community inclusion, and supports smoother transitions to new environments. Recommendations for teachers and parents are provided.


Interaction in Bilingual Language Acquisition
This PowerPoint, designed for speech-language pathologists, on bilingual language acquisition and the interaction between two languages was presented by Brian Goldstein at the Bilingual Therapies Symposium. View the PowerPoint on the Bilingual Therapies Website: http://blog.bilingualtherapies.com


Milestones in Bilingual Children's Language Development
Dr. Annick De Houwer reports in this paper that simultaneous bilingual children reach the main language milestones that have been identified for monolingual children at similar ages and in the same chronological order. There is thus no evidence of a delay in development due to bilingualism. Specific bilingual milestones apply to bilingual children in addition to the more universal milestones that are relevant for all children.

National Association for the Education Young Children (NAEYC)
On its Website [http://www.naeyc.org/positionstatements/linguistic](http://www.naeyc.org/positionstatements/linguistic) the NAEYC has posted four position statements related to linguistic and cultural diversity. They can be found under the pull down menu titled “resources.” Three of these statements apply to bilingualism and second language acquisition. The position statements are described below.

- **Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education**
  In this eight-page position statement NAEYC asserts that “educators must accept the legitimacy of children’s home language, respect …and value… the home culture and promote and encourage the active involvement and support of all families (p.1.).” It also takes the position that “early education programs should encourage the development of children’s home language while fostering the acquisition of English” (p. 2). They also discuss the challenges in acting on this position and provide recommendations for a responsive learning environment.


  Also available in Spanish from [http://www.naeyc.org/files/naeyc/file/positions/PSDISP98.PDF](http://www.naeyc.org/files/naeyc/file/positions/PSDISP98.PDF)

- **Where We Stand: Many Languages, Many Cultures: Respecting and Responding to Diversity**  NEW VERSION
  This two-page summary is based on the complete position statement referenced above. It covers the benefits of bilingualism and promotes the support and maintenance of home languages.


**Ready or Not: A California Think Piece on School Readiness and Immigrant Communities**
Providing all immigrant children (not just those with special needs) and their families with “ready schools” is a primary focus of this paper. It urges educators and policymakers to dialogue about the impact of school readiness efforts on immigrant families. Section three discusses issues of culture, language, and child development. While not devoted specifically to second language acquisition, the information in this section stresses the importance of a child's home language.
The Roots of Bilingualism in Newborns

This study from Canada found that newborns with bilingual mothers are more likely to prefer the mother’s two languages over other languages and are able to separate out the two languages from each other.


Second Language Acquisition: Success Factors in Sequential Bilingualism

This informative article describes how sequential bilingualism, like simultaneous bilingualism, requires that the language learner have means, opportunity, and motive in order to successfully acquire more than one language. Means refers to a person’s innate language learning abilities. Anything that impacts the person’s ability to acquire one language is going to also impact the ability to learn subsequent languages. Opportunity refers to social circumstances that allow or prevent a person to hear and practice a language. Motive refers to the interaction between internal and external factors. Kohnert discusses how the social prestige of a language such as English may negatively impact maintenance of another language if it decreases a person’s motivation for maintaining that language. Implications for individuals with communication disorders are discussed.

http://www.asha.org/Publications/leader/2008/080212/f080212a/

Simultaneous Bilingual Acquisition

This article was published online by Fred Genesee in 2012. Most children are capable of learning two languages from birth to a high level of competence – as competent as monolinguals in most cases, if the learning conditions are right. Evidence, albeit limited at this time, indicates that even infants and toddlers with significant developmental disorders are capable of acquiring two languages simultaneously, within the limits set by their disabilities.

http://literacyencyclopedia.ca/index.php?fa=items.show&topicId=305
Why Bilinguals Are Smarter  NEW
This article provides a quick resource for those looking to support that bilingualism confers a cognitive advantage. Bhattacharee discusses potential benefits such as increased neural plasticity, improved problem-solving ability, greater social opportunities, improved academic performance, etc. Research studies are cited in order to support these stated benefits.

http://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html?_r=2&src=me&ref=general

Continuing Education Opportunities through the American Speech Language Hearing Association (ASHA)

The following products specifically related to dual language development are available for purchase through ASHA. Depending on the resource, continuing education units (CEUs) may be available for a limited time. One may find them by viewing “Continuing Education” at www.asha.org and searching by author’s name or topic.

Second Language Acquisition in Children: Considerations for Assessment.
This audio CD and manual by Johanne Paradis are available for purchase from the American Speech-Language-Hearing Association. When performing language assessments in multilingual contexts where English is the second language, important questions must be answered before meaningful assessment can occur. What are the similarities and differences between the first language and second acquisition patterns for phonology, the lexicon and morphosyntax? What factors cause individual differences in children learning a second language? How long does it take for ELL children to perform as well as their native-speaking peers? What happens to the first language of minority children learning English as an second language? This audio self-study provides an overview of the research on children learning a second language, with a special focus on informing language assessment in multilingual contexts when English is the second language.


Speech, Language, and Hearing in Developing Bilinguals
Developing bilingualism is marked by variability in time frames and patterns of language acquisition among bilingual individuals. This journal self-study course, edited by Brian Goldstein, is available in print form or online through ASHA. It specifically addresses sources of this variability and the clinical challenges of serving developing bilinguals. Topics include comparison of phonological skills, language processing, conceptual scoring, and the effects of classroom noise.