



Bilingual Language Development and Disorders in Spanish-English Speakers, Second Edition

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Bilingual Language Development and Disorders in Spanish-English Speakers, Second Edition From Brand: Brookes Publishing

Because dual language learners are the fastest-growing segment of the U.S. student population—and the majority speak Spanish as a first language—the new generation of SLPs must have comprehensive knowledge of how to work effectively with bilingual speakers. That's what they'll get in the second edition of this book, an ideal graduate-level text and an essential resource for every practicing SLP.

Fully updated with five **new chapters on hot topics** (see below), an **expanded age range** that includes infants and toddlers, and **cutting-edge research findings**, this book arms SLPs with the most current information on language development and disorders of Spanish-English bilingual children. More than 25 leading researchers give SLPs in-depth, high-level coverage of a broad range of critical topics, including

- social-cultural factors affecting language acquisition
- diagnosis of language disorders
- effective professional development
- infant/toddler language development
- first language loss
- bilingual lexical development
- semantic development
- verbal morphology and vocabulary
- morphosyntactic development
- code-switching
- grammatical impairments
- narrative development and disorders
- phonological development and disorders
- fluency

SLPs will have the sophisticated knowledge they need to accurately distinguish language disorders from typical bilingual development, and they'll get a complete

language intervention framework they can use as a guide for their own practice.

Whether used as a graduate text or a trusted reference, this book will help SLPs fully understand the complexity of language development in bilingual children, diagnose disorders accurately, and conduct effective assessment and intervention for the growing number of Spanish–English bilingual speakers.

With 5 **new** chapters!

- Literacy
- Language Processing and Production in Infants & Toddlers
- Cross-Linguistic Influence & Code-Switching
- Language and the Educational Setting
- Professional Development

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Editorial Review

Review

"Since I first saw the first edition in manuscript, it has been my first recommendation to my students, and will be even more so with the new material. I'd like to give my fullest endorsement to this wonderful work on dual language learning."

(David Ingram, Ph.D.)

About the Author

Barbara Conboy, Ph.D., is currently a postdoctoral Research Associate at the Center for Mind, Brain & Learning at the University of Washington. She earned a doctorate in language and communicative disorders at the University of California, San Diego/San Diego State University; a Master of Arts degree in speech-language-hearing at Temple University; and a bachelor of arts in Latin American studies at Smith College. She is certified by the American Speech-Language-Hearing Association as a speech-language pathologist and has worked extensively with bilingual children with language-learning disorders. Her research interests include early bilingualism, experiential factors in language acquisition and brain development, and the early identification and treatment of language impairment in bilingual children.

Aquiles Iglesias, Ph.D., Professor in the Department of Communication Sciences and Disorders at Temple University, focuses on language development of bilingual (Spanish-English) children. He is the coauthor of three assessment tools designed to assess English-language learners. His recent works focuses on factors that influence language growth in L1 and L2.

Brian A. Goldstein, Ph.D., CCC-SLP, is Dean of the School of Nursing and Health Sciences and a professor in the Speech-Language-Hearing Sciences Program at La Salle University in Philadelphia. He holds a B.A. in linguistics and cognitive science from Brandeis University and an M.A. and Ph.D. in speechlanguage pathology from Temple University. Dr. Goldstein is well-published in the area of communication development and disorders in Latino children. His focus is on phonological development and disorders in monolingual Spanish-speaking and Spanish—English bilingual children. He is a fellow of the American Speech-Language- Hearing Association (ASHA) and received ASHA's Certificate of Recognition for Special Contribution in Multicultural Affairs.

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Donna Jackson-Maldonado, Ph.D., is Professor at Department of Languages and Literature (Facultad de Lenguas y Letras) in Universidad Autónoma de Querétaro, Qa de Cedros, Mexico. Dr. Jackson-Maldonado was born in the United States but was brought up in Mexico. She has lived in a bilingual-bicultural environment all of her life. Her initial professional experience was as a speech-language pathologist working with children with language disorders and learning disabilities and deaf children. She also has worked for the Mexican government's special education and communication disorders programs, doing in-service training, writing books and manuals, and developing language assessment instruments. Dr. Jackson-Maldonado received her doctorate in linguistics from El Colegio de México in Mexico City. Her research has been in Spanish and bilingual language development in infants and toddlers. Part of this work was the development of the Mac-Arthur Inventarios del Desarrollo de Habilidades Comunicativas and, with Donna J. Thal, a language and gesture battery for Spanish speakers. Dr. Jackson-Maldonado is currently a full-time professor and researcher at the Universidad Autónoma de Querétaro in Mexico. She directs a project on late-talking Spanish-speaking toddlers.

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.

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Barbara Zurer Pearson received her Ph.D. from the University of Miami, where she was the coordinator of the Bilingualism Study Group for 10 years and a major contributor to *Language and Literacy in Bilingual Children* (Oller & Eilers; Multilingual Matters, 2002). She is currently a research associate and codirector of the Language Acquisition Research Center at the University of Massachusetts Amherst. Her book for a popular audience, *Raising a Bilingual Child* (Random House, 2008), has been published in Spanish and Polish and is being translated into Chinese.

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2012), both with Jean Berko Gleason, and *A Handbook on Stuttering, Sixth Edition* (Delmar Cengage Learning, 2008), with the late Oliver Bloodstein. She is a Fellow of the American Speech-Language-Hearing Association.

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