

Bilingualism and Speech and Language Disorders in Children

SARAI WARD, EDD, CCC-SLP

Ward (2021) TAASLP Annual Convention





Disclosure

Sarai Ward, EDD, CCC-SLP

❖ Relevant Financial Relationships:

- ❖ salaried assistant professor in Health and Human Performance at Austin Peay State University



Disclosure

Sarai Ward, EDD, CCC-SLP

❖ Relevant Non-Financial Relationships:

- ❖ Member of Tennessee Association of Audiologists and Speech-Language Pathologists (TAASLP)
- ❖ Free registration at TAASLP convention
- ❖ Peer reviewer for ASHA CEU webinars with Northern Speech-Culturally and Linguistically Diverse Populations



OBJECTIVES

- ✓ Explain why bilingual children are over-identified for speech and language developmental disorders
- ✓ Describe bilingualism in the context of speech-language development
- ✓ Discuss attitudes towards bilingualism and speech and language disorders





Kahoot poll

www.kahoot.com

Why bilingual children are over-identified for speech and language developmental disorders?

- Environmental input or exposure of each language



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

(Uljarevic et.al, 2016)

Why bilingual children are over-identified for speech and language developmental disorders?

- Number of linguistic systems



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

(Uljarevic et.al, 2016)

Why bilingual children are over-identified for speech and language developmental disorders?

- Interaction of multiple languages



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

(Uljarevic et.al, 2016)

Why bilingual children are over-identified for speech and language developmental disorders?

- Age of exposure to each linguistic systems



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

(Uljarevic et.al, 2016)

Why bilingual children are over-identified for speech and language developmental disorders?

- Variable settings when exposed to languages



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

(Uljarevic et.al, 2016)

Why bilingual children are over-identified for speech and language developmental disorders?

- Delays tend to disappear in late primary school age



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

(Uljarevic et.al, 2016)

Why bilingual children are over-identified for speech and language developmental disorders?

Therefore, informed judgments should be made when differences are observed in a child's speech and language development such as:

- Is this a typical pattern of multilingual language acquisition?
- Is this symptomatic of an underlying neurodevelopmental difficulty?
- Is the focus rather on cognitive, perceptual or other obstacles of acquiring language?



Kahoot poll

How can we describe bilingualism in the context of speech-language development?

- **Simultaneous learners**-bilinguals or multilinguals acquired **their L1 (dominant or proficient language) and L2 (nonnative language)** at the same time (i.e., acquired less than a week apart and exposed on daily basis). Birth to toddler stage
- **Sequential learners**-bilinguals or multilinguals did not acquire their L1 and L2 at the same time (i.e., acquired before age 3). Toddler stage to adulthood.

(Jayasundara, 2015)



How can we describe bilingualism in the context of speech-language development?

- Language should be viewed conceptually, holistically or as a whole in order to minimize differences in vocabulary size.
 - Monolinguals have a wider vocabulary
 - Bilinguals or multilinguals have a smaller vocabulary in their L2

(Oller & Eilers, 2002)

How can we describe bilingualism in the context of speech-language development?

- Silent period
 - Appear to be quiet
 - Might be focusing on comprehending and figuring out new language and learning environment it is taking place.
 - Not all bilinguals encounter a silent period
 - Might be thought of as having a language delay or exhibiting selective mutism.
 - Language impairment has to be present in both languages in order to be considered a disorder and not a difference.

How can we describe bilingualism in the context of speech-language development?

	Monolinguals Typical (Standard American English)	Bilinguals or Multilinguals Might appear as atypical (Spanish speakers)
Form	Adjective precedes a noun Ex: “black car”	Adjectives postmodify nouns Ex: “carro negro”(car black)
Form	Preceded by an article or demonstrative Ex. “the whites”	Preceded by an article or demonstrative, adjective can function as nouns Ex: “los blancos” (the whites)
		(Reed, 2018)

How can we describe bilingualism in the context of speech-language development?

	Monolinguals Typical (Standard American English)	Bilinguals or Multilinguals Might appear as atypical (Spanish speakers)
Form	Indefinite articles are not omitted when talking about quantity Ex: a, an, some or few “Bring home some apples”	Indefinite article matches gender and number Ex: “Yo quiero un gato.” “Yo quiero unas gatas.” (I want male cat.) (I want female cats.)
		(Reed, 2018)

How can we describe bilingualism in the context of speech-language development?

	Monolinguals Typical (Standard American English)	Bilinguals or Multilinguals Might appear as atypical (Spanish speakers)
Form	Possessive pronouns are used to show possession Ex: I took off my shoes	Definite articles replace possessive pronoun Ex: “Me quite los zapatos.” (I took off the shoes.)
Form	Auxiliary verb “do” is required for transformations of statements	Auxiliary verb “do” is not required for transformations of statements such as “do it vs. don’t do it”
		(Reed, 2018)

How can we describe bilingualism in the context of speech-language development?

	Monolinguals Typical (Standard American English)	Bilinguals or Multilinguals Might appear as atypical (Spanish speakers)
Form	Use of word “not”	Questions marked by rising intonations and negative commands by insertion of “No” at beginning of sentences Ex. “No vallas al parque!” (No go the park!)

(Reed, 2018)

How can we describe bilingualism in the context of speech-language development?

	Monolinguals Typical (Standard American English)	Bilinguals or Multilinguals Might appear as atypical (Spanish speakers)
Form	Plurality is not marked in redundancy Ex: Three Cuban girls have arrived.	Plurality is marked in redundancy in 5 times (auxiliary verb, article, quantifier, noun and adjective) Ex. “Han llegado las tres ninas Cubanas.” (The three Cuban girls have arrived.)
		(Reed, 2018)

How can we describe bilingualism in the context of speech-language development?

	Monolinguals Typical (Standard American English)	Bilinguals or Multilinguals Might appear as atypical (Spanish speakers)
Form	Negation is marked once Ex: I never played with anyone in my neighborhoods.	On all constituents of a negative sentence, negation is marked Ex: “Nunca jugue con nadie en ninguna de mis vecindades.” (I never played with nobody in none of my neighborhoods.)

(Reed, 2018)

How can we describe bilingualism in the context of speech-language development?

	Monolinguals Typical (Standard American English)	Bilinguals or Multilinguals Might appear as atypical (Spanish speakers)
Form	“Not” is used for negation Ex. “The girl is happy but the boy is not.”	In the verb phrase, “No” is used for all negation Ex: “No quiero” “No puedo” “No esta” No other equivalent for “Not”

(Reed, 2018)

Articulation Differences Commonly Observed Among Spanish Speakers

Articulation Characteristics	Sample English Patterns
/t, d, n/ may be dentalized (tip of tongue is placed against the back of the upper central incisors)	
Final consonants are often devoiced	dose / doze
b / v substitution	berry / very
Deaspirated stops (sounds like speaker is omitting the sound because it is said with little air release)	
tʃ / ʃ substitution	Chirley / Shirley
d / voiced th, or z / voiced th (voiced "th" does not exist in Spanish)	dis / this zat / that
t / voiceless th (voiceless "th" does not exist in Spanish)	tink / think
Schwa sound inserted before word initial consonant clusters	eskate / skate espend / spend
Words can end in 10 different sounds: a, e, i, o, u, l, r, n, s, d	May omit sounds at the ends of words
When words start with /h/, the /h/ is silent	'old / hold 'it / hit
/r/ is tapped or trilled (tap /r/ might sound like the tap in the English word "butter")	
There is no /dʒ/ (e.g., judge) sound in Spanish; speakers may substitute /j/.	Yulie / Julie yoke / joke
Frontal /s/ - Spanish /s/ is produced more frontally than English /s/	Some speakers may sound like they have frontal lisps.
The ñ is pronounced like a /j/ (e.g., "baño is pronounced "bahnyo")	
Spanish has 5 vowels: a, e, i, o, u (ah, E, ee, o, u) and few diphthongs. Thus, Spanish speakers may produce the following vowel substitutions	
ee / i substitution	peeg / pig leetle / little
E / æ, ah / æ substitutions	pet / pat Stahn / Stan

Adapted from: *Cultural and Linguistic Variables Affecting Service Delivery*, Table 6.2



AMERICAN
SPEECH-LANGUAGE
HEARING
ASSOCIATION

SPANISH PHONEMIC INVENTORY

Please remember that dialectal differences exist for each language and should be considered when using the phonemic charts.

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Palatal	Velar	Glottal
Plosive	p b			t d			k g	
Nasal		m		n		ɲ		
Trill				r				
Tap or Flap				ɾ				
Fricative		f		s			x	
Affricate					tʃ			
Glides (Approximant)	w					j		
Liquid (Lateral Approximant)				l				

Reference:
Goldstein, B. (2000). *Cultural and linguistic diversity resource guide for speech-language pathologists*. San Diego, CA: Singular.

Kahoot Poll

What are attitudes towards bilingualism and speech and language disorders?

- Although there is a common belief that bilingual children with speech and language disorders will have difficulty mastering two languages for lack of one, there is no scientific evidence that supports the following:
 - Monolingualism will not help a child overcome a speech and language disorder
 - Bilinguals are not more prone to speech and language disorders than monolinguals

(Uljarevic et.al, 2016)

What are attitudes towards bilingualism and speech and language disorders?

- There is no greater disadvantage between monolinguals and bilingual children as it relates to speech and language disorders.
- If given similar opportunities, bilingual children with speech and language disorders can learn two languages although, slower and not at the same rate as typical peers.
- Language development can be typical or atypical regardless, of number of languages the child has had exposure to.

(Uljarevic et.al, 2016)

What are attitudes towards bilingualism and speech and language disorders?

- Educational achievement and onset of stuttering was no different between bilingual and monolingual children except:
 - Slower recovery rate with simultaneous bilinguals than sequential and monolingual stutters.
 - Phonological disorders-no differences found between Spanish-English bilingual children and those typically developing.

(Uljarevic et.al, 2016)

What are attitudes towards bilingualism and speech and language disorders?

- Positive effect on conversational abilities for typically developing children; further research is needed for children with neurodevelopmental disorders

(Uljarevic et.al, 2016)

What are attitudes towards bilingualism and speech and language disorders?

- As for social interaction, social reciprocity, and pragmatic language-
 - ASD simultaneous bilinguals exhibited better interpersonal skills although, early language milestones were not found to be different in simultaneous and sequential bilinguals.

(Uljarevic et.al, 2016)

Your turn

A bilingual child has a speech-language disorder. It is advised that his/her parent stop using the minority language at home and reverse to the majority language. How would this limit the child's interactions within the family and community?

Q
&
A



Contact Info.

Sarai Ward aka Gomez, Ed.D, CCC-SLP

Assistant Professor, Health and Human Performance

Austin Peay State University

259 Dunn Center

Clarksville, TN 37044

wards@apsu.edu

931-221-6324

References

- Brown, A., & Gullberg, M. (2013). L1–L2 convergence in clausal packaging in Japanese and English. *Bilingualism: Language and Cognition*, 16(3), 477-494.
- Byers-Heinlein, K., & Lew-Williams, C. (2013). Bilingualism in the early years: What the science says. *LEARNing landscapes*, 7(1), 95.
- Carroll, S. (2017). Exposure and input in bilingual development. *Bilingualism: Language and Cognition*, 20(1), 3-16. doi:10.1017/S1366728915000863
- Jayasundara, N. S. (2015). Child language acquisition monolingual vs. bilingual: A theoretical analysis. *Scientific Research Journal (SCIRJ)*, 3, 31-34.
- Oller, D.K., & Eilers, R.E. (2002). Language and literacy in bilingual children. In D.K. Oller & R.E. Eilers (Eds.).

References

Reed, V.R. (2018). *An Introduction to Children with Language Disorders*. 5th ed. New York, NY:

Pearson Education, Inc. ISBN: 9780133827095

Rhodes, P. (2017, June 7). *Some myths many parents have about bilingualism in children in relation to having speech delays*. Miami Speech Institute.

Bilingual children and speech delays myths. Advices for parents.

(miamispeechinstitute.com)

Uljarevic, M., Katsos, N., Hudry, K., & Gibson, J.L. (2016). Practitioner Review: Multilingualism and neurodevelopmental disorders-an overview of recent research and discussion of clinical impressions. *Journal of Child Psychology and Psychiatry*, 57 (11), 1-20.