

# **Bilingual Language Proficiency Questionnaire**

Age effects have played a particularly prominent role in some theoretical perspectives on second language acquisition. This book takes an entirely new perspective on this issue by re-examining these theories in light of the existence of apparently similar non-native outcomes in adult heritage speakers who, unlike adult second language learners,

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acquired two or more languages in childhood. Despite having been exposed to their family language early in life, many of these speakers never fully acquire, or later lose, aspects of their first language sometime in childhood. The book examines the structural characteristics of "incomplete" grammatical states and highlights how age of acquisition is related to the type of linguistic knowledge and behavior that emerges in L1 and L2 acquisition under different environmental circumstances. By

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underscoring age of acquisition as a unifying factor in the study of L2 acquisition and L1 attrition, it is claimed that just as there are age effects in L2 acquisition, there are also age effects, or even perhaps a critical period, in L1 attrition. The book covers adult L2 acquisition, attrition in adults and in children, and includes a comparison of adult heritage language speakers and second language learners.

The purpose of this study is to investigate the ability of Urdu-English

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bilinguals to accurately identify their proficiency in both English and Urdu, extent of bilingualism, and dominance. In addition, this study explores how cumulative language exposure and current language use are associated with measures of proficiency and dominance. Forty-six young adults participated in this study and completed a language questionnaire, proficiency interview, adapted naming tests, and a standardized naming measure for English. Self-ratings of oral proficiency were compared to objective

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measures including examiner rated proficiency based on conversational fluency, performance on an examiner-designed naming test, and a standardized measure of English receptive vocabulary. Language dominance and bilingual index scores were calculated to evaluate degree of bilingualism and dominance. The results revealed that self-ratings were significantly correlated with examiner ratings and naming tests in each language as well as with dominance and bilingual index scores. Cumulative exposure measures

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were correlated with several proficiency measures but amount of current language use was not correlated with any proficiency measures. Findings suggest that Urdu-English bilinguals are able to identify their language proficiency in both languages, extent of bilingualism, and language dominance. This was consistent with findings from previous research on Mandarin-English (Sheng et. al., 2014) and Spanish-English bilinguals (Gollan et. al., 2012). In addition, the positive correlations between the examiner-

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designed naming test and subjective and objective measures of proficiency and between the naming test and cumulative exposure measures suggest that the naming test is a promising tool that can be further improved to address the needs of a prominent bilingual group.

Butler and Huang's book is one of the first to focus on second language (L2) development research methods and techniques specifically targeted at children of primary and pre-primary years. The last decade has seen a growing number

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of L2 studies of children aged 4–12, a demographic with special developmental characteristics that confound research methods designed for studying adults. Written by experts from a variety of disciplines, this book covers major research methods and techniques in existing L2 development research, including observations, surveys, interviews, introspective methods, speech production methods, receptive methods, eye tracking, and brain imaging, as well as research methods specifically designed for



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L2 children with special educational needs. The book also discusses various age-related considerations and challenges if they are employed to young L2 learners. This will be essential reading for SLA, child development, and TESOL researchers, and students in these courses will benefit particularly from pedagogical material such as further readings and discussion questions.

A vital resource on speech and language processing in bilingual adults and children The Listening Bilingual brings

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together in one volume the various components of spoken language processing in bilingual adults, infants and children. The book includes a review of speech perception and word recognition; syntactic, semantic, and pragmatic aspects of speech processing; the perception and comprehension of bilingual mixed speech (code-switches, borrowings and interferences); and the assessment of bilingual speech perception and comprehension in adults and children in the clinical context. The two main authors

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as well as selected guest authors, Mark Antoniou, Theres Grüter, Robert J. Hartsuiker, Elizabeth D. Peña and Lisa M. Bedore, and Lu-Feng Shi, introduce the various approaches used in the study of spoken language perception and comprehension in bilingual individuals. The authors focus on experimentation that involves both well-established tasks and newer tasks, as well as techniques used in brain imaging. This important resource: Is the first of its kind to concentrate specifically on spoken language processing

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in bilingual adults and children. Offers a unique text that covers both fundamental and applied research in bilinguals. Covers a range of topics including speech perception, spoken word recognition, higher level processing, code-switching, and assessment. Presents information on the assessment of bilingual children's language development Written for advanced undergraduate students in linguistics, cognitive science, psychology, and speech/language pathology as well as researchers, *The Listening Bilingual*

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offers a state-of-the-art review of the recent developments and approaches in speech and language processing in bilingual people of all ages.

A Comparison of Subjective and Objective Measures

Multilingual Aspects of Speech Sound Disorders in Children

The Psycholinguistics of Bilingualism

Research Methods for Understanding Child Second Language Development

Bilingualism in the Spanish-Speaking World Principles and Processes

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It has long been established that bilingual speakers are rarely balanced in their languages so that one language is dominant. The contributions to the Research Topic "Bilingual Language Development: The Role of Dominance" focus on the potential effects of language dominance on the competence and processing of bilinguals, covering a large variety of language combinations and domains. Important aspects of such work are the interplay

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of L1-maintenance/attrition and possible L2-dominance, the direction of cross-linguistic influence (CLI) or code-mixing, as well as the effects of bilingualism on cognitive development, each addressed in several contributions. However, such research presupposes a definition of dominance, which is far from being settled. This gives rise to considerable differences in the operationalization of the concept across studies. The studies in

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this Research Topic present a multifaceted picture of the role of language dominance for L1-maintenance/attrition, L2-development and CLI. Though a unified story cannot emerge for such a complex subject, interesting new venues are explored including the impact of dominance shift during L1-re-exposure, comparisons of different types of bilingual groups, or operationalization of dominance through experiential



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measures. The variety of approaches and results is in part owed to the many language combinations studied and the fact that bilingual children, adults and atypical speakers are investigated. This diversity constitutes the interest of this Research Topic.

This book provides a one-volume overview of psychology's globalization, and will serve as a handbook for psychology professors around the globe wanting to internationalize and

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diversify their courses and curricula and seeking innovative ideas to enrich their teaching. Topics covered include practical tips to diversify specific courses, such as abnormal psychology, lifespan development, and psychotherapy, and innovative methods of assessment of student learning. Additionally, a number of chapters focus on describing the training of psychologists and the history and future of psychology education in

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various nations and regions. Co-edited by six distinguished, international academics, the thirty-three chapters represent each major geographic region around the world, with authors based in nations in Africa, Asia, Australia, Europe, Latin America, and North America. Instructors of cross cultural, cultural, and international psychology and of multicultural education will be especially interested in the book, as will program evaluators, policy makers,

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and university administrators. Bilingualism Across the Lifespan explores the opportunities and challenges that are inherent in conducting cognitive research in an increasingly global and multilingual society. Divided into three sections, the book highlights the multifaceted and complex nature of bilingualism. The first section focuses on what every cognitive psychologist ought to know about bilingualism: the impact of

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bilingualism on cognition across the lifespan, the idea that bilinguals are not a special case, and the importance of bilingualism in cognitive research beyond language. The second section focuses on challenges inherent in bilingual research: diversity of bilingual experience, the assessment of proficiency, and finding matched comparison groups and materials. Finally, the book considers opportunities that are created when

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bilingualism is incorporated into the cognitive research enterprise. It illustrates how researchers of bilingualism leverage theory, methodology, and findings from single-language research, incorporate uniquely bilingual processes or representations, and target populations of bilinguals that help to establish universal properties. Bringing together leading international contributors, the book provides the reader with a better

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understanding of the nature of bilingualism and bilingual research as it relates to human cognition. It will be an essential read for all researchers and upper-level students of bilingualism and cognitive psychology more generally.

This text provides students with the information needed to properly assess childhood language disorders and decide appropriate treatments. The book covers language development from birth to

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adolescence.

Language Dominance in Urdu-English Bilinguals

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Translanguaging and the Bilingual Brain

Issues of Measurement and Operationalization

Bilingualism Across the Lifespan

***Demographic predictions are that students with close connections to their bilingual/bicultural***



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***heritages (now labeled “language minority students” by the federal government) will be very large in number in the near future, becoming the majority in many states over the next three decades. The authors feel it is the responsibility of all educators, not just specialists, to prepare themselves to work with language minority students. This time-tested classic text (not an edited volume) integrates theory and practice and provides comprehensive coverage of bilingual and ESL issues. The text integrates the fields of ESL, bilingual, and multicultural***

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***education and provides rich examples of effective practices and their underlying research knowledge base and provides an extremely clear and balanced overview of research on teaching in multilingual and multicultural contexts***

***This study examines the background, rationale, procedures, and results of a study by the National Institute of Education (NIE) and the National Center for Education Statistics (NCES) to determine the number of limited English proficient children living in the United States and the types of services these children receive in***

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***school. The procedure used by the study for defining limited English proficiency is examined in terms of conceptual framework, field test procedures and results, and selection of the criterion score. A critique is offered of the conceptual framework and survey procedures that includes alternative sample plans, the role of the advisory group and contractor, sample selection, questionnaire design, data collection, response rates and weight adjustments, and sources of and interpretation of errors. The results of the survey are summarized. Comments***

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***from the advisory group for the study are set forth. In general, it is concluded that various flaws in the design of the study give cause for calling the results into question. Instruments used in the study are appended. (JB)***

***Bilingual children are exposed to more syntactic regularities (e.i. the grammatical patterns of multiple languages) than that of children from English-only or Spanish-only homes. Children exposed to a greater complexity of statistical regularities have shown greater syntactic knowledge over time (Huttenlocher, Vasilyeva,***

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***Cymerman, & Levine, 2002; Huttenlocher, Vasilyeva, Cymerman, & Levine, 2010). Statistical implicit learning has been shown to positively correlate with the ability to predict upcoming items in a sequence (Conway, Bauerschmidt, Huang, & Pisoni, 2010; Conway & Pisoni, 2008; Conway, Pisoni, & Kronenberger, 2009). The underlying mechanism of implicit learning has been shown to be a domain-general cognitive skill (Conway et al., 2010). Thus, children with a combination of both native Spanish and English spoken in the home or settings familiar to the***

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***child should have been exposed to a greater complexity of statistical regularities should have greater ability in processing linguistic or non-linguistic sequences. This study tested pre-academic children to investigate the affect of multilingual experience on language-neutral implicit learning by tracking response time and accuracy from repeated Serial Reaction Time (SRT) tasks of visual implicit learning. Twelve participants, age three to six, were given an SRT test, while their caregivers were given a language questionnaire from the Language***

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***Experience and Proficiency Questionnaire, or LEAP-Q (Marian, Blumenfeld, & Kaushanskaya, 2007), a language ability self-reporting questionnaire for bilinguals and multilinguals. A qualitative analysis was used to explore the relationship between bilingualism and the response time and accuracy of the SRT task. While limited in their validity, due to a small sample, the results of the analysis showed a trend of decreasing response time and consistent accuracy of responses across repeated trials for bilingual children only. This fit***

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***the study's criteria for demonstrating implicit learning, thereby supporting the hypothesis. This book presents a comprehensive set of tools for assessing the linguistic abilities of bilingual children. It aims to disentangle effects of bilingualism from those of Specific Language Impairment (SLI), making use of both models of bilingualism and models of language impairment.***

***The Mysteries of Bilingualism  
Language Disorders from Infancy Through  
Adolescence - E-Book***



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### ***Behavioral and Neurophysiological Approaches to Code-Switching and Language Switching Bilingual Language Acquisition Bilingual Language Proficiency Questionnaire - English and Spanish Language Minority Children with Limited English Proficiency in the United States***

*As Spanish-English bilingual speakers continue becoming a growing part of the population in the United States it is essential to investigate their acoustic measures. The purpose of this study was to investigate a possible shift in fundamental frequency (F0)*

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*measures in bilingual speakers, and it sought to determine whether that shift was based on language acquisition or language dominance. Eleven Spanish-English bilinguals were asked to complete the following tasks 1) answer the Language Experience and Proficiency Questionnaire (LEAP-Q) 2) complete 3 Spanish and 3 English category fluency trials by naming words belonging to a category (e.g. animals), each one minute in length 3) reading Spanish and English sentences. The speech samples were analyzed for F0, category fluency tasks were scored for number of correct answers provided, and all measurements were compared to self-reports on the LEAP-Q. The*

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*results of this study suggested there may be a shift in F0 in bilingual speakers. In at least one speech sample, 7 out of 11 participants had an increased F0 when speaking in their non-dominant language. Due to the trend in the data and the small sample size it was concluded that further investigation must be conducted to determine if there is a true shift in F0 in bilingual speakers, and if factors such as language acquisition, language proficiency, language exposure, language status and language preference.*

*This book deals with bilingualism, particularly as it relates to migrants and indigenous minorities. The book begins with a purely linguistic coverage of bilingualism*

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*and then deals with the prerequisites and consequences of bilingualism from the perspectives of psychology and pedagogy.*

*Language Disorders in Bilingual Children and Adults, Third Edition, provides speech-language pathologists, advanced students in communication disorders programs, and clinical language researchers with information needed to formulate and respond to questions related to effective service delivery to bilingual children and adults with suspected or confirmed language disorders. The bilinguals of interest represent varying levels of first and second language proficiency across the lifespan. That is, bilingualism is*

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*not determined here by proficiency in each language, but rather by the individual's experience or need for two languages. In separate chapters, the book synthesizes the literature on bilingual children and adults with typical and atypical language skills. These chapters give the reader a deep understanding of the multiple factors that affect language development and disorders in those who rely on two languages for meaningful interactions. Chapters on assessment and intervention issues and methods are then presented for each population. For children, the text focuses on developmental language disorder but also discusses secondary language disorders (such as autism*

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*spectrum disorder) in bilingual populations. For adults, the focus is on aphasia, with additional discussion of dementia, traumatic brain injury, and right hemisphere disorder. Although child and adult, typical and atypical populations are presented separately, all are considered within a unifying Dynamic Interactive Processing perspective and within a new Means-Opportunities-Motives framework for understanding language disorders in bilinguals. This broad theoretical framework emphasizes interactions between social, cognitive, and communicative systems to form the basis for very practical implications related to assessment and intervention. This third edition has*

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*been completely updated to reflect the current research on bilingual populations and the best practices for working with them. Studies at the intersection of bilingualism and language disorders have expanded to include additional disorders and new language combinations. The authors synthesize the current literature and translate it for clinical use. New to the Third Edition • Coauthors Kerry Danahy Ebert, PhD, CCC-SLP and Giang Thuy Pham, PhD, CCC-SLP • Updated literature review and references to reflect new research on bilingualism, cultural competence, cognitive advantages and clinical practice with linguistically diverse populations • Case studies on*

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*assessment with bilingual children and adults • Additional tables and figures summarizing key information • Available evidence on additional child and adult language disorders in bilinguals • Updated extension activities and resource supplement*

*This is the first book to present a practical, problem-solving approach and hands-on tools and techniques for assessing English-language learners and culturally diverse students in K-12 settings. It meets a crucial need among practitioners and special educators working in today's schools. Provided are research-based, step-by-step procedures for conducting effective interviews with students, parents, and*



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*teachers; making the best use of interpreters; addressing special issues in the prereferral process; and conducting accurate, unbiased assessments of academic achievement, intellectual functioning, language proficiency, and acculturation. Among the book's special features are reproducible worksheets, questionnaires, and checklists--including several in both English and Spanish--in a ready-to-use, large-size format. This book is in The Guilford Practical Intervention in the Schools Series.*

*Assessment & Intervention*

*Bilingual Language Development: The Role of Dominance*

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*Spanish and English in the First Six Years*  
*Language Disorders in Bilingual Children and Adults,*  
*Third Edition*

*The Education of Minorities*

*Teaching Psychology around the World (Volume 4)*

Language Disorders from Infancy Through Adolescence, 4th Edition is the go-to text for all the information you need to properly assess childhood language disorders and provide appropriate treatment. This core resource spans the entire developmental period through adolescence, and uses a descriptive-developmental approach to

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present basic concepts and vocabulary, an overview of key issues and controversies, the scope of communicative difficulties that make up child language disorders, and information on how language pathologists approach the assessment and intervention processes. This new edition also features significant updates in research, trends, instruction best practices, and social skills assessment. Comprehensive text covers the entire developmental period through adolescence. Clinical application focus featuring case studies, clinical vignettes, and suggested projects helps you apply

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concepts to professional practice. Straightforward, conversational writing style makes this book easy to read and understand. More than 230 tables and boxes summarize important information such as dialogue examples, sample assessment plans, assessment and intervention principles, activities, and sample transcripts. UNIQUE! Practice exercises with sample transcripts allow you to apply different methods of analysis. UNIQUE! Helpful study guides at the end of each chapter help you review and apply what you have learned. Versatile text is perfect for a variety of language disorder courses, and serves as

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a great reference tool for professional practitioners. Highly regarded lead author Rhea Paul lends her expertise in diagnosing and managing pediatric language disorders. Communication development milestones are printed on the inside front cover for quick access. Chapter objectives summarize what you can expect to learn in each chapter. Updated content features the latest research, theories, trends and techniques in the field. Information on autism incorporated throughout the text Best practices in preliteracy and literacy instruction The role of the speech-language pathologist on school literacy

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teams and in response to intervention New reference sources Student/Professional Resources on Evolve include an image bank, video clips, and references linked to PubMed.

Research on bilingual language processing reveals an important role for control processes that enable bilinguals to negotiate the potential competition across their two languages. The requirement for control that enables bilinguals to speak the intended language and to switch between languages has also been suggested to confer a set of cognitive consequences for executive function that extend

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beyond language to domain general cognitive skills. Many recent studies have examined aspects of how cognitive control is manifest during bilingual language processing, how individual differences in cognitive resources influence second language learning and performance, and the range of cognitive tasks that appear to be influenced by bilingualism. However, not all studies demonstrate a bilingual advantage in all tasks that tap into cognitive control. Indeed, many questions are unanswered that are critical to our understanding of bilingual control: What aspects of cognitive control are enhanced for

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proficient bilinguals? How are individual differences in cognitive control related to language acquisition, proficiency, or professional translation skill? How does the language environment affect concurrent processing? How exactly does language control come about in tasks such as speech production, switching between languages, or translation? When and how does inhibitory processing support language control? The focus of this Research Topic is on executive control and bilingualism. The goal is to have a broad scope that includes all of these issues. We seek empirical contributions using



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different methodologies including behavioral, computational and neuroscience approaches. We also welcome theoretical contributions that provide detailed discussion of models or mechanisms that account for the relationship between bilingualism and cognitive control. We aim to provide a platform for new contributions that represent a state-of-the art overview of approaches to cognitive control in bilingualism. We hope that this Research Topic will enable the field to formulate more precise hypotheses and causal models on the relation between individual differences, cognitive control and

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bilingual language processing.

Written by experienced teachers and researchers in the field, 'Bilingualism' is an essential resource for students and researchers of Applied Linguistics. It introduces key issues and debates in the subject, and focuses on the impact of bilingualism on cognitive resources and the social forces that moderate it.

Multilingual classrooms and online communication are becoming increasingly linguistically diverse due to globalization and new discourse patterns are emerging. Many of these patterns include the use of

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linguistic resources from multiple languages in the same utterance. Translanguaging, a recent theoretical framework, is gaining prominence among scholars interested in studying these multilingual discursive practices and the concept of a unitary language system for lexical processing. The aim of this book is to gain a better understanding of the bilingual brain and how words and sentences that use features from socially distinct languages are processed. Using examples provided by multilingual study participants, a categorization of the various forms of translanguaging is developed to build a

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translanguaging model. Psycholinguistic methods such as eye tracking are combined with conventional sociolinguistic survey methodology to provide rich qualitative and quantitative data that address the cognitive effects of translanguaging and the underlying structure of translingual word-formations. This monograph shows how language biography, exposure, and attitude towards multilingual discursive practices all affect cognitive processing. It also demonstrates how multilingual speakers are setting the patterns for novel word-formations to be produced, thus having a social, cultural, and

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cognitive impact on how we communicate.

Handbook of Multicultural Counseling Competencies

Perspectives from SLA

Opportunities and Challenges for Cognitive

Research in a Global Society

A Practical Guide

Re-examining the Age Factor

An Advanced Resource Book

This is the first generative-oriented volume ever published

about Asturian and Asturian Galician, two Romance

languages which, along with their intrinsic interest, are crucial

to understand the parametric distance between Spanish and

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Galician/Portuguese. Its chapters offer new insights about old puzzles, like pronominal enclisis or apparent violations of bans on clitic combinatorics, but they also deal with less explored grounds, like aspect, negation or prosody. Chapters make special emphasis on how the concerned issues result from complex interactions between syntax proper and its interfaces with sound and meaning. The book focuses on particular aspects of Asturian and Asturian Galician, as well as on some effects of their contact with Spanish in their corresponding locations.

A THOROUGH AND CONTEMPORARY EXPLORATION OF ISSUES FUNDAMENTAL TO MULTICULTURAL COMPETENCY Handbook of Multicultural Counseling Competencies draws together an expert group of contributors

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who provide a wide range of viewpoints and personal experiences to explore the identification and development of specific competencies necessary to work effectively with an increasingly diverse population. Beginning with a Foreword by Derald Wing Sue, this unique handbook offers a broad, comprehensive view of multiculturalism that is inclusive and reflective. The coverage in this important book lies beyond the scope of traditionally defined multiculturalism, with discussion of historically overlooked groups that have experienced prejudice and bias because of their size, social class, age, language, disability, or sexual orientation. This book provides readers with: Practical cases and examples to enhance skill development, promote critical thinking, and increase awareness A cross-section of diversity

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characteristics and best practice guidelines Examination of detailed, developmentally relevant competency categories Resources and exercises designed for practitioners at various levels of experience and expertise A forum for debate, discussion, and growth Designed to help readers enhance general multicultural competency and their ability to provide services to the populations specifically described, this thought-provoking text will prove useful in facilitating ongoing dialogues about multicultural competence in all its variations. This important text provides a general overview of the methods and theories used in the broad domain of bilingualism. The unique interdisciplinary approach, which is reflected in the various topics covered, gives students a global picture of the field. Topics range from early childhood



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intellectual development to educational and social-cognitive challenges to the maturing bilingual brain. Important developing areas such as cognitive aging, creativity, the social and cultural context perspective, communication disorders and sentence processing are also covered within the volume. This text is aimed towards undergraduate courses and graduate courses in psycholinguistics, especially those with an emphasis on bilingualism or second language learning.

Even though more than half the world's population is bilingual, the study of bilinguals has lagged behind that of monolinguals. With this book, which draws on twenty-five years of the author's research, Fran ç ois Grosjean contributes significantly to redressing the balance. The volume covers

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four areas of research: the definition and characterization of the bilingual person, the perception and production of spoken language by bilinguals, the sign-oral bilingualism of the Deaf, and methodological and conceptual issues in research on bilingualism. While the author takes a largely psycholinguistic approach, his acute linguistic and sociolinguistic awareness is evident throughout and especially so in his reflections on what it means to be bilingual and bicultural. The book also defends increased co-operation among researchers in connecting fields such as the language sciences and the neurosciences.

Do Bilingual Speakers Shift Fundamental Frequency Based on Language Acquisition Or Language Dominance?  
The Wisconsin Guide

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Perspectives on the 'Bilingual Advantage': Challenges and Opportunities

Adult and Second Language Learning

Listening, Speaking, Reading, Writing, and Communicating  
Bilingual and ESL Classrooms: Teaching in Multicultural Contexts

Eleven critical issues in the study of bilingualism: Insightful analyses by renowned expert François Grosjean The majority of people living around the world today are able to speak more than one language, yet many aspects of the nature and experience of bilingualism raise unresolved questions for researchers. Who exactly is bilingual? What is the

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extent of bilingualism? How do infant bilinguals who acquire two languages at the same time manage to separate them? Does language processing work differently when bilinguals are interacting with monolinguals and with bilinguals? When a speaker changes their language, do they also change aspects of their personality? In *The Mysteries of Bilingualism*, eminent scholar François Grosjean provides a comprehensive examination of individual bilingualism that delves into unanswered questions and challenges many of the myths and misconceptions surrounding bilingualism. Through insightful analyses of eleven key questions, this book offers a unique combination of

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personal reflection, literature review, personal testimony, and case studies to explore these mysteries. Altogether, this text offers: Comprehensive explorations of the linguistic aspects of bilingualism, including who is bilingual, describing bilinguals, accented speech, and language loss Practical discussions of speech and language processing, including language choice and mixed speech perception and production In-depth examinations of personality and culture in relation to bilingualism and biculturalism Perfect for undergraduate and graduate students of bilingualism, multilingualism, second language acquisition, and applied linguistics, The

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Mysteries of Bilingualism offers an up-to-date view of the leading research questions in the study of bilingualism today.

The number of bilingual and multilingual speakers around the world is steadily growing, leading to the questions: How do bilinguals manage two or more language systems in their daily interactions, and how does being bilingual/multilingual affect brain functioning and vice versa? Previous research has shown that cognitive control plays a key role in bilingual language management. This hypothesis is further supported by the fact that foreign languages have been found to affect not only the expected

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linguistic domains, but surprisingly, other non-linguistic domains such as cognitive control, attention, inhibition, and working memory. Somehow, learning languages seems to affect executive/brain functioning. In the literature, this is referred to as the bilingual advantage, meaning that people who learn two or more languages seem to outperform monolinguals in executive functioning skills. In this Special Issue, we first present studies that investigate the bilingual advantage. We also go one step further, by focusing on factors that modulate the effect of bilingualism on cognitive control. In the second, smaller part of our Special Issue, we focus on the cognitive reserve

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hypothesis with the aim of addressing the following questions: Does the daily use of two or more languages protect the aging individual against cognitive decline? Does lifelong bilingualism protect against brain diseases, such as dementia, later in life? The Psychology of Learning and Motivation, Volume 72 in this preeminent series, features empirical and theoretical contributions in cognitive and experimental psychology, ranging from classical and instrumental conditioning, to complex learning and problem-solving. Chapters in this new release cover Statistical learning predicts literacy acquisition of a foreign alphabetic and logographic language, An Investigation into



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Virtual Immersion Mandarin Chinese Writing Instruction with Students with Autism, Child and adult classroom L2 learners: uniqueness and similarities, and implications for cognitive models, Current Trends in Second Sign Language Research: Acquisition, Teaching and Assessment, Language Experiences and Cognitive Control: A Dynamic Perspective, and much more. Presents the latest information in the highly regarded Psychology of Learning and Motivation series Provides an essential reference for researchers and academics in cognitive science Contains information relevant to both applied concerns and basic research

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Multilingual Aspects of Speech Sound Disorders in Children explores both multilingual and multicultural aspects of children with speech sound disorders. The 30 chapters have been written by 44 authors from 16 different countries about 112 languages and dialects. The book is designed to translate research into clinical practice. It is divided into three sections: (1) Foundations, (2) Multilingual speech acquisition, (3) Speech-language pathology practice. An introductory chapter discusses cross-linguistic and multilingual aspects of speech sound disorders in children. Subsequent chapters address speech sound acquisition, how the disorder manifests in different

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languages, cultural contexts, and speakers, and addresses diagnosis, assessment and intervention. The research chapters synthesize available research across a wide range of languages. A unique feature of this book are the chapters that translate research into clinical practice. These chapters provide real-life vignettes for specific geographical or linguistic contexts.

An Introduction to Bilingualism

A Comparative Study

A Mixed Methods Approach to Word-Formation and Language Processing

Incomplete Acquisition in Bilingualism

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## Unresolved Issues

### Language Disorders from Infancy Through Adolescence

The creation of the Common European Framework of Reference for Languages (CEFR) has given rise to interest and debate among policy makers, testers, teachers and researchers alike in the reliability and feasibility of the assessment of second language (L2) proficiency. This volume brings together concrete ideas on identifying and measuring L2 proficiency from different branches of SLA research (psycholinguistic, sociolinguistic, corpus-based, applied linguistics) to contribute to a deeper understanding of what it means to be proficient in an L2. The chapters introduce a wide range of tools that are innovative, reliable, and easy-to-use for the

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evaluation of learners' language level with respect to both productive and receptive skills and provide a variety of answers to the question of how to assess L2 proficiency in a valid, reliable and practical manner. The collection will therefore inspire language teachers, teacher trainers and language testing specialists and help them adapt their assessment practices when necessary, and will also be a valuable resource for postgraduate students and researchers. The claim that multilanguage acquisition drives advantages in 'executive function' is currently an issue of vigorous debate in academic literature. Critics argue that evidence for this advantage has been confounded by unsound or questionable methodological practices, with some investigators abandoning research in this area altogether, indicating either that there is no bilingual advantage or that it is impossible to capture and therefore rule out alternative

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explanations for group differences. Over the past decade, and against this backdrop, theory has developed from a relatively narrow focus on inhibitory control to incorporate theory of mind, rule-based learning, reactive and proactive control, visuo-spatial memory, and control of verbal interference in speech comprehension. Most recently, authors have claimed that the process of becoming bilingual may also impact on metacognitive abilities. The fundamental issue is whether the limited capacity and goal-directed selectivity of our executive system can somehow be enhanced or otherwise profit from the continuous, intense competition associated with communicating in multilingual environments. However, although this issue has received much attention in academic literature, the question of which cognitive mechanisms are most influenced by the enhanced competition

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associated with multilingual contexts remains unresolved.

Therefore, rather than dismissing this important topic, we advocate a more systematic approach in which the effects of multilinguistic experience are assessed and interpreted across well-defined stages of cognitive development. We encourage a broad, developmentally informed approach to plotting the trajectory of interactions between multi-language learning and cognitive development, using a convergence of neuroimaging and behavioral methods, across the whole lifespan. Moreover, we suggest that the current theoretical framing of the bilingual advantage is simplistic, and this issue may limit attempts to identify specific mechanisms most likely to be modulated by multilingual experience. For example, there is a tendency in academic literature to treat ‘ executive function ’ as an essentially unitary fronto-parietal system recruited in response to

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all manner of cognitive demand, yet performance across so called 'executive function' tasks is highly variable and intercorrelations are sometimes low. It may be the case that some 'higher level' mechanisms of 'executive function' remain relatively unaffected, while others are more sensitive to multilingual experience – and that there may be disadvantages as well as advantages, which themselves may be sensitive to factors such as age. In our view, there is an urgent need to take a more fine-grained approach to this issue, so that the strength and direction of changes in diverse cognitive abilities associated with multilanguage acquisition can be better understood. This book compiles work from psychologists and neuroscientists who actively research whether, how, and the extent to which multilanguage acquisition promotes enhanced cognition or protects against age-related cognitive or neurological deterioration.



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We hope this collection encourages future efforts to drive theoretical progress well beyond the highly simplistic issue of whether the bilingual cognitive advantage is real or spurious.

The Psycholinguistics of Bilingualism presents a comprehensive introduction to the foundations of bilingualism, covering language processing, language acquisition, cognition and the bilingual brain.

This thorough introduction to the psycholinguistics of bilingualism is accessible to non-specialists with little previous exposure to the field Introduces students to the methodological approaches

currently employed in the field, including observation, experimentation, verbal and computational modelling, and brain imaging Examines spoken and written language processing, simultaneous and successive language acquisition, bilingual memory and cognitive effects, and neurolinguistic and neuro-computational

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models of the bilingual brain Written in an accessible style by two of the field ' s leading researchers, together with contributions from internationally-renowned scholars Featuring chapter-by-chapter research questions, this is an essential resource for those seeking insights into the bilingual mind and our current knowledge of the cognitive basis of bilingualism

How do children develop bilingual competence? Do bilingual children develop language in the same way as monolinguals? Set in the context of findings on language development, this book examines the acquisition of English and Spanish by two brothers in the first six years of their lives. Based on in-depth and meticulous analyses of naturalistic data, it explores how the systems of both languages affect each other as the children develop, and how different levels of exposure to each language influence the nature of

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acquisition. The author demonstrates that the children's grammars and lexicons follow a developmental path similar to that of monolinguals, but that cross-linguistic interactions affecting lexical, semantic and discourse-pragmatic aspects arise in Spanish when exposure to it diminishes around the age of four. The first of its kind, this original study is a must-read for students and researchers in bilingualism, child development, language acquisition and language contact.

Children's English and Services Study

Disentangling Bilingualism from Language Impairment

Bilingualism

Studying Bilinguals

Language Dominance in Bilinguals

Language Sample Analysis

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An introduction to bilingualism in the Spanish-speaking world, looking at topics including language contact, bilingual societies, code-switching and language choice.

Assessing Multilingual Children

Measuring L2 Proficiency

Bilingualism Or Not

Speech Perception, Comprehension, and Bilingualism

The Listening Bilingual

Educating Latino Preschool Children