



# Multilingual Perspectives on Child Language Disorders (Communication Disorders Across Languages)

*From Multilingual Matters*

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## Multilingual Perspectives on Child Language Disorders (Communication Disorders Across Languages) From Multilingual Matters

This book investigates language disorders in children who speak languages other than, or in addition to, English. The chapters in the first section of the volume focus on language disorders associated with four different syndromes in multilingual populations and contexts. This section discusses language disorders associated with autism spectrum disorders, Down syndrome, fetal alcohol syndrome and Williams syndrome. The chapters in the second section of the book relate to language impairment in children who speak diverse languages, although the issues they address are relevant across languages and cultural contexts. The book also reviews assessment procedures and intervention approaches for diverse languages, including Bengali, Cantonese, French, Spanish, and Turkish. The volume aims to stimulate thoughtful clinical practice and further research in language disorders in multilingual populations.

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### **Editorial Review**

#### Review

The authors offer needed analysis of a variety of languages and unique multilingual perspectives for some of the most prevalent child language disorders. This approach simultaneously widens our perspective and sharpens our understanding of how to better serve the child and the family sitting before us seeking our insight and guidance. I plan to use it in my classes.

*(Catherine Crowley, Teachers College, Columbia University, USA)*

This comprehensive book is a most welcome and highly necessary addition to the growing body of research on multilingual children, exploring the language of multilingual children from two complementary angles never addressed before under one umbrella. The authors combine immense scholastic depth with unique clinical experience in providing the reader with an enhanced understanding of language disorders in different societal and clinical situations. An invaluable resource for every clinician or researcher working in such settings.

*(Sharon Armon-Lotem, Bar Ilan University, Israel)*

#### About the Author

Janet L. Patterson is Associate Professor in the Department of Speech and Hearing Sciences at the University of New Mexico in Albuquerque, New Mexico. She has worked in the field for over 35 years and her research interests include bilingual language development and assessment and dynamic assessment. Barbara L. Rodríguez is Professor in the Department of Speech and Hearing Sciences at the University of New Mexico in Albuquerque, New Mexico. Her research interests include bilingual language acquisition and assessment.

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##### **Maria Gomez:**

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