

ALS 2019 Pre-conference workshop

Call for Papers: Typical and Atypical Language Development in the Multilingual and Multicultural Context

Organisers: Weifeng Han & Chris Brebner (Flinders University of South Australia)

Cultural and linguistic diversity (CALD) is proposed as an important factor in both typical and atypical language development (Galante, 2016). It is, therefore, important to recognize the need for increased research regarding CALD populations to ensure there is best evidence available for language research and practice in the multilingual context (Verdon, Blake, Hopf, Phạm, & McLeod, 2016). For example, in bilingual language disorder studies, it is pointed out that while some non-target like L2 performances are real disorder, others are no more than language differences caused by the incongruence between L1 and L2 (Gn, Brebner, & McCormack, 2014; Teoh, Brebner, & McCormack, 2012), especially when considering variables such as multiple L1 knowledge including the L1 bidialectism (Phạm & McLeod, 2016). Therefore, while typical and atypical multilingual development is fundamentally different, they may share similar performances, such as lexical (Shivabasappa, Peña, & Bedore, 2018) and phonological awareness (Buil-Legaz, Aguilar-Mediavilla, & Adrover-Roig, 2016). As a consequence, monolingual measures are not appropriate for multilingual assessment (Blumenfeld, Bobb, & Marian, 2016). Scholars around the world have claimed that it is not only the language right but also the human right of speakers with multilingual communication needs (Cruz-Ferreira, 2018; De Luca, 2018; Farrugia-Bernard, 2018; Gallagher, Tancredi, & Graham, 2018; Simon-Cerejido, 2018). This is especially true for multilingual speakers who are also multidialectal (Freeman & Staley, 2018). Therefore, there is an urgent need for normative data sampling and a better understanding of the dialectal backgrounds among heritage and minority language users (Chard, 2019), especially considering the interface between typical and atypical multilingual development (Han, Brebner, & McAllister, 2016).

We invite theoretical and clinical contributions from all subfields of linguistics and speech-language pathology studies on one of the following topics, or any other topics directly relevant to typical and atypical language development in the multilingual and multicultural context. Presentations will be 20 minutes, followed by 10 minutes for discussion.

- The interface between typical and atypical multilingual development
- Providing unbiased measures in the multilingual assessment
- Multilingual competence and academic performance among primary schoolers
- Heritage and minority languages education in Australia
- Separating language differences from disorders in Speech-Language Pathology

Abstracts, including references and data, must not exceed two A4 pages. Examples, tables, graphs, etc. must be interspersed into the text of the abstract, rather than collected at the end. Abstracts must be submitted in PDF format by Sunday 28 July 2019 to Dr. Weifeng Han at weifeng.han@flinders.edu.au. Acceptances notified: early September 2019.

Speakers will be invited to submit a full-length paper after the workshop for consideration to be published as a chapter in an edited title on typical and atypical language development in CALD.