

**Kathryn Kohnert - Kerry Danahy Ebert - Giang Thuy Pham:
Language Disorders in Bilingual Children and Adults**

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This book focuses on understanding the empirical and theoretical literature as well as research in the field of language disorders in bilingual children and adults. Although the number of studies on bilinguals with language disorders is increasing, especially in children with developmental language disorders, interest in bilingual aphasia is also growing. This book was written by Kathryn Kohnert, Kerry Danahy Ebert and Giang Thuy Pham. Kathryn Kohnert is a professor emeritus of speech-language-hearing sciences at the University of Minnesota whose research focuses on language and cognition in bilingual children as well as adults with and without language disorders. The second author of this book is Kerry Danahy Ebert, a speech-language pathologist who works with children and is an assistant professor from the Department of Speech-Language-Hearing Sciences at the University of Minnesota. She conducts research on monolingual and bilingual children with developmental language disorders to ensure they are effectively assessed and treated. Finally, the third author, Giang Thuy Pham, is an associate professor from the School of Speech, Language, and Hearing Sciences at San Diego State University whose work is centred around improving diagnostic accuracy and treatment for Vietnamese or Spanish-speaking children learning two or more languages.

The overall goal of this book is to move from research to practical methods for treating bilingual children and adults by providing an in-depth understanding of the language disorders they suffer from. The factors that influence language development and disorders are also discussed. In addition, in separate sections for adults and children, assessments and methods from the perspective of Dynamic Interactive Processing are explained. In the case of children, the topics of developmental language disorder and bilingual children with autism are addressed, while regarding adults, aphasia, dementia, and right hemisphere disorder are focused on.

The book is comprised of eleven chapters divided into three sections. Section I – entitled Foundational Issues – includes the first three chapters, forming the basis for the subsequent sections on bilingual children (Section II) and bilingual adults (Section III).

In Chapter 1 – entitled Perspectives on Language, Bilingualism and Language Proficiency – the theoretical background and key concepts are presented by describing theoretical perspectives on language from a dynamic interactive processing perspective. In the case of bilingualism, the authors believe that individuals are not bilingual by being proficient in both languages but rather by their experience in or need to use more than one language. The first chapter also introduces a theory-based definition of language disorders and operational definitions of the population of interest.

In Chapter 2 – entitled Culture and Clinical Competence in Speech-Language Pathology – the cultural context of clinical decisions and the tools used by clinicians are addressed by providing an overview of the culture in addition to the cultural parameters that occur between cultural groups and within a group as well as discussing cultural competence. The goal is to promote effective collaboration between speech-language pathologists, clients and family members. Finally, three different tools for facilitating the cross-cultural exchange of information are described, namely collaboration with interpreters, skilled dialogue and ethnographic interviews.

The third chapter, which consists of three main sections, focuses on evidence-based practices and factors in the treatment process for people with diverse linguistic and cultural experiences. The first section describes the principles and components of evidence-based practice in light of the cultural context and linguistic diversity. The contextual model, which focuses on the role of common or shared factors in treatment outcomes, is then presented. In the third section, the principles of the contextual model in speech-language pathology are applied and a practical as well as integrative approach to clinical decision-making recommended.

Section II – entitled Bilingual Children – is comprised of four chapters that provide explanations to gain a deep understanding of typical and atypical language disorders. Chapter 4 – entitled The Typical Development of Children Learning One or Two Languages – provides an overview of typical patterns and time frames for language development in bilingual children by presenting the language acquisition and its usage regarding monolingual and bilingual language learners. Different types of bilinguals are described based on their age and context of language experiences before the topics of code-switching and cross-linguistic transfer in developing bilinguals are discussed.

Chapter 5 deals with developmental language disorders (DLDs) in bilingual learners by introducing DLDs in monolingual and bilingual children before comparing typically developing bilingual and monolingual children suffering from DLDs with their typically developing bilingual peers. The aim of this comparison is to identify the basis of language disorders in bilingual children. The chapter ends by discussing other developmental disorders such as autism in bilingual children to highlight the challenges faced when assessing.

Chapters 6 and 7 are devoted to describing the assessment of and interventions for bilingual children with language disorders. The focus of Chapter 6 is on the behavioural assessment of language and language-related domains in developing bilinguals with language disorders which begins by discussing the general aim of assessment and continues by describing the linguistic tests used. The chapter ends by presenting two case studies on the goal of assessment, processes and procedures. Chapter 7 summarizes the motivation for supporting the development of both languages used by bilingual children with language disorders as well as

addresses problems between the provider's and child's language. Finally, two case studies of strategies to support dual language learning in bilingual children with language disorders are presented and an action plan for promoting the minority L1 in preschool children provided.

Section III – entitled Bilingual Adults – is comprised of four chapters.

Chapter 8 describes language use, cognition and neurological representation in both young and older healthy adults presented over four sections by discussing variations in language proficiency and use in bilingual adults. The relationship between cognition and language when monolingual and bilingual individuals interact in the case of code-switching and translation is addressed. An overview of the neural substrates of language is then provided before the effects of normal ageing on language in monolinguals and bilinguals are examined in the final section of Chapter 8.

Chapter 9 presents bilingual adults with aphasia as well as acquired language and cognitive disorders. The central focus of the chapter is on aphasia – a primary language disorder resulting from brain damage – and is divided into four sections. The first three consider aphasia by briefly overviewing the types of acquired language disorders, the general causes and characteristics of monolingual and bilingual aphasia as well as the different recovery patterns. Finally, the last section of the chapter includes research findings on bilinguals suffering from dementia and traumatic brain injuries.

The final two chapters address clinical issues in addition to the activation of adults diagnosed with aphasia as well as other acquired language and cognitive disorders. Chapter 10 describes the assessment of bilingual adults by highlighting its importance in addition to the impact of aphasia on the patient and family members. Finally, Chapter 11 discusses interventions for bilingual adults with aphasia as well as other acquired language and cognitive disorders by focusing on action plans to improve the social participation and quality of life of bilinguals suffering from acquired language and cognitive disorders.

The book is targeted at speech-language pathologists, postgraduate students and clinical researchers as well as other professionals interested in bilinguals with language disorders. The structure of the book, which contains useful tables and figures summarizing key information, is orderly and logically sequenced.

References

Kohnert, K.; Ebert, K. D.; & Pham, G. T. (2021): *Language Disorders in Bilingual Children and Adults*. San Diego: Plural Publishing

ANNAMÁRIA KISS
Multilingualism Doctoral School
University of Pannonia
annakiss856@gmail.com