

Typical development and DLD across languages and number of languages

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Most research on typical language development and DLD is still being conducted on English speakers, and it then extended to other languages with some modifications, however often retaining significant particularities of English. Similarly, assessment procedures initially developed for monolinguals are extended to bilinguals and multilinguals, although this may not be an ideal approach. Further, the ways in which bilinguals differ from monolinguals is often ascribed to inherent characteristics of monolingual versus bilingual learners. This talk will summarize research on the adaptation of various language assessment methods to languages other than English, in particular French and Icelandic, and for bilingual and multilingual children speaking these languages in combination with various home languages. Recent research on multilingual children in two different countries/linguistic contexts, Quebec (Canada) and Iceland will be presented, highlighting how the different characteristics of these environments lead to very different outcomes for typical multilingual development and on the manifestation and incidence of DLD.