

Analyzing Environmental Factors for Language Acquisition

Item	Data supports home language(s)	Data supports English acquisition	Concerns
Language of the mother -Best predictor of later language use			
Language of the father			
Education of the mother, occupation -Bilingual children from higher SES do better in English -Children of higher SES immigrants are more likely to become bilingual			
Education of the father, occupation -Bilingual children from higher SES do better in English -Children of higher SES immigrants are more likely to become bilingual			
Child's place in birth order -Firstborn children are more likely to speak the minority language			
Language used by siblings			
Language used by other caretakers			
Language used by friends			
Language used in the community			
Language used in daycare			
Language used in preschool			
Language of instruction in current/previous schools			

Analyzing Language performance of Sequential Bilinguals

Area/Time period	Data supports difference	Data supports disorder	Notes
Tabor's 4 stages -Home language use (typically few days, 2-4 months not typical) -Nonverbal period (few weeks to few months) -Formulaic language, short or imitative sentences -Productive language use, more creative phrases though errors present (usually reached in the first year)			
BICS -around 2 years to develop -context embedded -cognitively undemanding -day to day language, conversations with friends			
CALP -5-7 years to develop -context reduced -cognitively demanding -language required for classroom content			
Phonology -Fewer errors expected the younger exposed to English -can be impacted by various dialects -transfer errors typical -around 2 years to acquire			
Morphology/Syntax -typically follow developmental sequence similar to monolinguals -early morphemes acquired in 2-3 years -later acquired morphemes can take 3-5 years			
Vocabulary -can be affected by the language used in and out of school -data from both languages combined usually demonstrates typical vocabulary -studies show 3-6 years to close gap with monolinguals			
Narrative -Macrostructure acquired in 1-3 years -Microstructure typical of other areas of language acquisition			
First language loss -Various factors indicating greater risk -Children with a language disability show significant changes, steeper decline within 1 year			

