

Contents

Acknowledgements	xiii
Introduction	xv
Chapter 1 A Sociocultural Activity Approach: Key Concepts.	1
Introduction	1
Knowledge and Representations	1
Metaphors of Language Development and Disability	3
A Vygotskian Approach	7
Key Concepts	8
Mediation	9
Learning as social and individual	11
Learning as a transformational process	11
The zone of proximal development	13
Language for learning	14
Sociocultural and historical meaning	16
Distributed cognition	16
Affordance	17
Context	17
Conclusions	19
Chapter 2 Provision for Communication Disabilities in Cultural and Linguistic Diversity	21
Case Study	21
Introduction	22
Social Theory and Provision	23
Field: Nested communities and practices	24
Social and linguistic capital: Having resources	24
Habit(us): Knowing how to play the game of accessing provision	26
Tools for Social Practices of Exclusion and Inclusion	27
Language diversity as disabling	28
Simplifying ethnic profiling	29
Monitoring linguistic diversity	29
Monitoring linguistic resources	30

Arguments for ethnic and language monitoring	33
Social Processes Influencing Language Choice	34
Racism, racialisation of language and institutional racism/linguicism.	35
Institutionalised racism/linguicism	36
Negotiating ethnic identity through language.	37
Language change and language choice.	38
Family's and child's bilingual dynamic:	
Risks and resilience	39
Communicative history and trajectory	40
Conclusion.	41
 Chapter 3 Disability and Disabling Cultural and Linguistic Diversity	43
Introduction.	43
Constructs of Disability	44
Biological model.	44
Social model.	45
A relational approach: Special educational needs	46
A capability approach.	48
Diversity as Disabling	49
Conflation of EAL/SEN	50
Race and ethnicity and underachievement	52
Diversity as disabling through labelling	55
Racialising Disability	59
Reconceptualising Disability and Diversity	61
Service needs-led provision	62
Client needs-led provision	63
Conclusion.	64
 Chapter 4 Bilingual Speech and Language Development and Difficulties	66
A Case Study.	66
Introduction.	66
Terminologies and Causes	67
Description.	68
Causes	69
Ways of Knowing About Language Learning and Difficulties	71
Dual language system hypothesis.	71
Processability theory.	73
Psycholinguistic approach: Key concepts	74

Core Difficulties	76
Morphology and verb grammar	76
Language-specific morpheme development	76
Language-specific grammatical complexity	77
Language-sensitive phonological and morphological links	78
Bilingual speech difficulties	79
Speech difficulties in bilingual children	79
Articulation difficulties	80
Bilingual phonological development	80
Delayed phonological development	80
Consistent 'deviant' speech difficulties	81
Inconsistent 'deviant' speech difficulties	82
Childhood apraxia of speech	82
Core difficulties at phonological level:	
Nonword repetition	84
Second Language Development (L2, SLA): Interference, Transfer, Interlanguage	85
Conclusions	87
 Chapter 5 Literacy, Biliteracies and Difficulties with Printed Language	89
Case Study	89
Introduction	89
Approaches to Researching Literacy, Literacies and Dyslexia	90
Where do the difficulties lie?	92
Psycholinguistic Approaches to Dyslexia and Literacy in Bilingual Learners	93
Dyslexia: A flaky concept	94
Core difficulties	96
Reading comprehension	100
A critical perspective	101
Sociocultural and Anthropological Approaches	102
Developing biliteracies	104
A critical anthropological paradigm	105
Educational Practice	107
Key concepts	108
Critical pedagogy for multiliteracies	109
Situated practice	109

Situated practice for identification and teaching practices	110
Overt instruction	112
Critical framing	114
Transformational pedagogy	114
Critical motivation	115
Critical focus on language and literacy	116
Conclusion	116
 Chapter 6 Deafness in Culturally and Linguistically Diverse Communities	119
Case Study	119
Introduction	119
Researching deafness and Deafness	121
Impairment Studies of Deafness in Linguistically Diverse Communities	124
Biological causes	125
Congenital	126
HIV/AIDS	126
Rubella	126
Interfamily marriage practices	127
Environmental causes	128
Implications	129
Assessment	130
Cochlear implants	130
Associated mental health needs	131
Identity	134
Identity, Deafness and ethnicity	136
Bilingual professionals and researchers	137
Educational Implications	138
Environmental factors	140
Deaf bilingualism: Sign language and oralism	142
Conclusion	145
 Chapter 7 Assessment Approaches: Comparison, Product and Process	147
Case Study	147
Introduction	147
Frameworks for Language Assessment	149
Language competencies	150
Multiple perspectives, professional cultures	151

Assessing Product: Comparative Performance	153
Norm-referenced testing approaches.	153
Tester bias.	153
Content bias	153
Linguistic bias	154
Disproportionate representation in normative samples	155
Summary	156
Language-processing measures.	156
Criteria-Referencing Language Development in Bilingual Contexts	159
Slow or late talking.	160
Speech difficulties.	161
Literacy difficulties: Dyslexia and bilingualism.	162
A Sociocultural Approach	162
An ecological approach	163
The RIOT procedure.	165
Multiple realities of language socialisation	166
Appraising risks and resilience.	167
Practitioner knowledge.	167
Approaches to assessing social knowledge	169
Dynamic assessment.	170
Test-teach-(re)test.	171
Task/stimulus variability.	172
Graduated prompting	173
Conclusion.	173
 Chapter 8 Learning, Teaching and Intervention	 175
Case Study.	175
Introduction.	175
Inclusion and continuum of need	177
Pedagogic and Therapeutic Practice: Key Concepts	178
A biomedical approach to therapy and intervention.	178
Pedagogy	179
Scaffolding language learning.	180
Generalisation.	182
Language of Intervention for Bilinguals with Language Needs	 183
Early years intervention	183
Misleading advice.	184

Language Learning	186
Speech difficulties.	187
Auditory perception and classroom noise.	189
Intervention with difficulties in grammar.	189
Learning about Language.	192
Intervention for difficulties in language use	194
Intervention with narratives for bilingual children with SLCN	195
Learning Through Language	196
Affect pedagogy.	199
Conclusion.	200
 Chapter 9 Collaboration as Interprofessional Learning.	202
Examples of Multiagency Work	202
Introduction.	203
Context, Terms and Theory	203
Terms	204
Theory	205
Sociocultural Activity Theory (SCAT).	206
Interprofessional Learning	209
Coordination level	210
Professional cultures.	211
Systemic structures and personal attributes	212
Cooperation level	215
Communication level	218
Intraprofessional Learning	221
Bilingual paraprofessionals.	222
What is the focus of learning?	223
What is being learned?	223
How is knowledge being learned?	227
Factors that orientate level and direction of learning	228
Conclusion.	229
 Chapter 10 Parents, Families and Children Working with Professionals	231
Case Study.	231
Introduction.	232
Professionals' Perspectives: Service Needs-led Approaches	233
An expert model: Critical perspectives	233
A transplant model.	235
A consumer model.	237

Ecosystems.	239
Family as a system.	240
Parenting	242
Social Capital and Symbolic Power: Access and Barriers	242
Social capital and symbolic power	242
Access and barriers.	243
Resistance to change.	246
Reflections on research procedures.	247
What do parents want from support?	248
Passing on information.	249
Sociocultural Approaches to Working with Parents and Families.	250
Conclusion.	253
References	255

