Red Flags for Speech and Language Problems In Second Language Learners

Student demonstrates delays in speech and language development in first language and often family history of speech/language delays

The speech and language problems are evident in the dominant and/or native language, and often are seen in the second language as well.

Examples:
- Student exhibits dysfluencies (stuttering episodes) in dominant language as well as in the second language
- Student exhibits significant articulation problems that affect speech intelligibility or the ability of others to understand what the student is saying.
- Student exhibits difficulty understanding and organizing oral language and/or has difficulty with syntax, correct use of vocabulary word for the situation, etc.

Student’s second language acquisition is significantly different and delayed when compared to other students with similar educational, linguistic and cultural background (lack of expected oral language proficiency in second language given similar educational opportunities)

According to Slentz (1997) some indicators that the problem is not a language disorder include:

- Skill in the first language is comparable to same age peers
- The level of language proficiency is similar to peers who have been learning English for the same amount of time.
- Communication in the first language with family members is sufficient
- The child is developing English language at a rate comparable to young English-speaking children.