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Who are we?

- An interdisciplinary group of linguists, psycholinguists, speech-language pathologists, cognitive neuroscientists
- Graduate assistants contribute to our branch's productivity and gain unique training in communication for general audiences



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Where are we?

- University town with a large international community
- Rural surroundings with many “English monolingual” communities; smaller number of multilingual communities including Pennsylvania Dutch



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What does a typical year look like?

- Activities and demonstrations at local science fairs and festivals
- Workshops for families and educators working with multilingual children
- Workshops and events for middle and high school-aged youth
- Collaborations with local area school district
 - professional development sessions
 - resources for teachers
- Newsletter
- Social media



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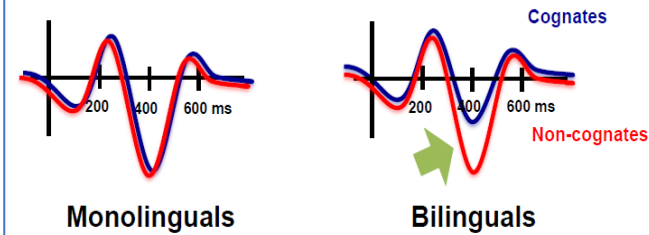


Translating through Demonstration

Cognates are words that share similarities across languages (e.g. TIGER [English] and TIGRE [Spanish]).



Bilingual and monolingual **brains** respond differently to cognates.



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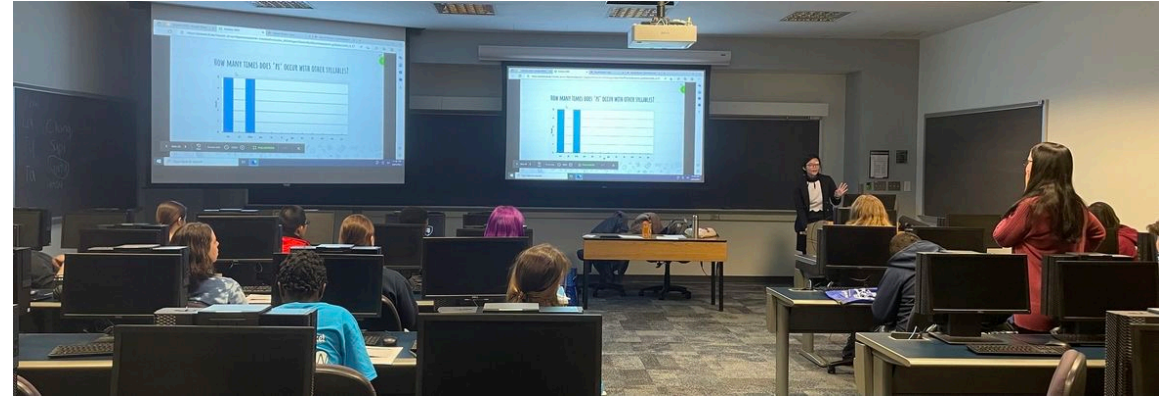
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Hands-On Learning for Youth



STEM Envision Career Day



Language and Linguistics Day



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Collaborations with Teachers

Identification of English Language Learners with Learning Difficulties

A Guide for the State College Area School
District



"Diversity is the one true thing we all have in common. Celebrate it every day."

Author Unknown

Language Information: A given language has only a subset of the sounds that humans produce. Lucky for us, for the languages we work with, there's a quite a bit of overlap in sound systems. Nevertheless, when working with children who are native speakers of languages other than English, it's useful to know a little bit about how sounds in their languages are structured. The chart below gives just a small piece of this. It contains a list of the consonant sounds that we have in English, but which are missing from the phonemic inventories of some of your students' languages. (Note that their languages also have sounds that we don't use in English, but that information is not included here.) This information is meant to be helpful, but it is by no means comprehensive. For more extensive information and discussion of the research, check out the references below.

Language	English Consonants Not Present in the Language	Typographical and other information
Arabic	/p/ /v/ /r/ /zh/ /g/ /ng/	-words are written in horizontal lines from right to left -numbers are written left to right -Spoken by as many as 420 million people in 20 different countries, so just as there are different ways of speaking English natively, native speakers of Arabic will have lots of different ways of speaking it, and its influence on English will not be the same for each child.
Mandarin Chinese	/v/ /z/ /sh/ /zh/ /ch/ /dg/	-The most spoken language



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Bi-annual newsletter

(sites.psu.edu/bilingualismmatters)

- Theme-based (e.g., *cognates*; *linguistic diversity*)
- Research summary, featured partner, tips

Letter from the editors

Dear friends,

This issue of our Center for Language Science/Bilingualism Matters at Penn State newsletter is centered around the question: *Is there a correct way to speak?* The topic of language “correctness” is relevant to many aspects of civic life, from education and schooling, to the workplace, the judicial system, and beyond. And while a popular societal view is that there is only one correct way to speak, decades of linguistic research have revealed complex patterns of linguistic diversity that suggest otherwise. In this issue we aim to provide just a taste of the rich and varied patterns that exist in natural language, and to illustrate some of the ways in which language scientists have approached studying them. As you read through the pieces in this issue, you will probably recognize many of the patterns we describe, and you may even consider some of them “incorrect”. What we hope to show is that, when examined a bit more closely, these diverse patterns reveal just how remarkable and interesting human language is, and that language diversity is truly something to be celebrated. As always, we welcome your feedback, and we hope you’ll enjoy this issue.

Sincerely,

Frances Blanchette, Olivia Barnum, Trevor Bero, Cole Callen, Carlos Echeverría, Katherine Kerschen, Javier López Seoane, and Catherine Pham



Envision 2020:

STEM Career Day Supporting Young Women

Through hands-on activities, high school students explored what it means to be a language scientist!

Inside this issue:

Quiz

Rethinking Rules: A Quiz About Linguistic Diversity (pp. 2-3)

Featured Research

Language, Correctness, and Rules: Lessons from Linguistic Diversity (pp. 4-5)

Featured Partner

Karen Miller on child language acquisition (pp. 6-7)

Editors and Contributors (p. 8)

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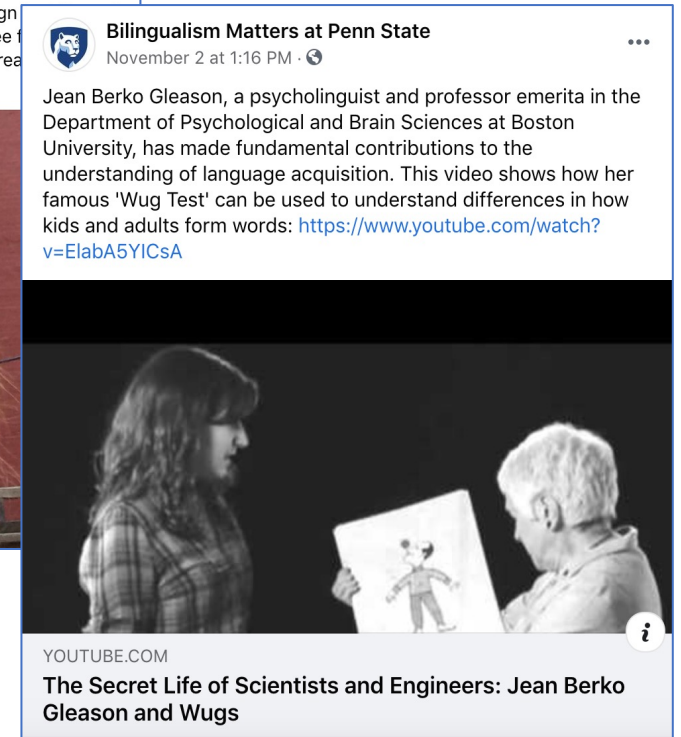
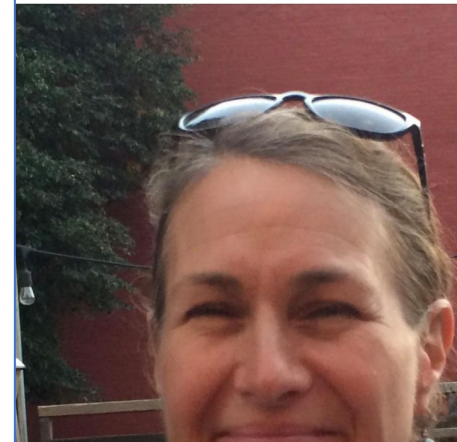
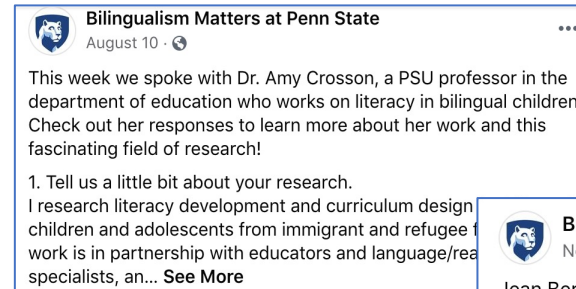
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Social Media Presence

- Spotlights on our members
- Curated articles about language and multilingualism



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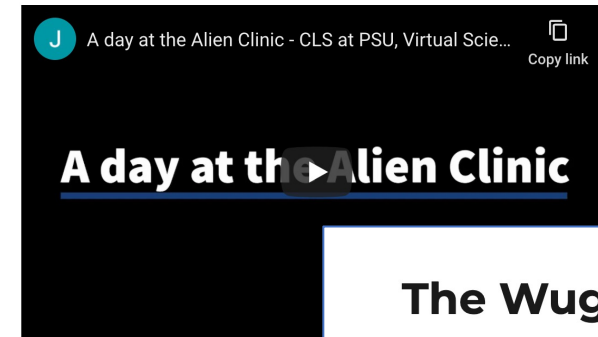
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Online Linguistic Activities and Experiments

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If you have younger kids, check out this educational video to learn about how different parts of our articulatory system allow us to make certain groups of sounds.



The Wug Test (Part 1)

Just add "s". Or is it that simple?

***Easy/Moderate *Not messy *30 minutes**

What is a Wug Test?



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In working to **build bridges between researchers and the public**, we hope to contribute to a world where hard-won **results and conclusions from language science research** play an essential role in decision and policy-making related to language and multilingualism.