

# 2024-2025 ROVINSKY FAMILY LECTURESHIP SERIES

Wednesday, September 25, 2024 | 12:00 – 1:00 pm EST | Live Webinar

## IMPACT OF BILINGUALISM ON LEARNING

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### PROGRAM DESCRIPTION:

An increasing number of students in the US come from culturally and linguistically diverse (CLD) households. This trend is present in both K-12 schools and in higher education. Students attending American colleges and universities are required to demonstrate English proficiency as one of many admissions criteria. Despite being proficient in English and academically capable, CLD students frequently report academic challenges, social isolation, and cultural adjustment issues (Wu et al., 2015). Utilizing the empirical literature and real world examples this lecture will help attendees understand how different forms of bilingualism can impact learning, identify cultural and communication stressors, and create more supportive learning environments in the classroom.

### EDUCATIONAL OBJECTIVES

Based on the presentation, the participants will be able to:

- Describe how different forms of bilingualism can impact learning
- Identify cultural and communication stressors face by CLD students
- Create more culturally and linguistically supportive learning environments.

### SUGGESTED READINGS

Cuadrado, E., Tabernero, C., & Briones, E. (2014). Dispositional and Psychosocial Variables as Longitudinal Predictors of Acculturative Stress. *Applied Psychology: An International Review*, 63(3), 441–479. <https://doi.org/10.1111/j.1464-0597.2012.00531.x>

Dong, Y., & Li, P. (2015). The cognitive science of bilingualism. *Language and Linguistics Compass*, 9(1), 1–13. <https://doi.org/10.1111/lnc3.12099>

Pelham, S. D., & Abrams, L. (2014). Cognitive Advantages and disadvantages in early and late bilinguals. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 40(2), 313–325. <https://doi.org/10.1037/a0035224>

Suárez-Orozco, C., Motti-Stefanidi, F., Marks, A., & Katsiaficas, D. (2018). An integrative risk and resilience model for understanding the adaptation of immigrant-origin children and youth. *American Psychologist*, 73(6), 781–796. <https://doi.org/10.1037/amp0000265>

### ABOUT THE PRESENTER

Dr. Pham is an Assistant Professor at the Philadelphia College of Osteopathic Medicine (PCOM), a licensed psychologist, and a nationally certified school psychologist. Dr. Pham earned her M.Ed. and Ph.D. in school psychology from Temple University. She then completed a child/pediatric psychology post-doctoral fellowship in developmental disabilities and behavioral interventions at the Westchester Institute for Human Development. Prior to joining PCOM, Dr. Pham practiced as a school psychologist in New York City. She served as a regional school psychologist for KIPP: NYC, and later as the district representative for the New York City Department of Education's Committee on Special Education. At PCOM, Dr. Pham shares her expertise in advanced quantitative research methods and psychometrics with practitioners-in-training. She is interested in addressing educational disparities through improving cross-cultural assessment, consultation, and interventions in schools with data-driven decision-making processes. She has published in peer-reviewed journals, presented at national and international conferences, and led many school-wide trainings on these topics.



**CRITERIA FOR EARNING CE**

Full attendance is required to receive CE credit for each session. No partial credits are available. All participants must sign an attestation regarding attendance and indicate the type of CE credit they require through a link which will be provided following the session. At the conclusion of each session participants will be provided an additional link to complete an evaluation survey; we request that you take a few minutes to anonymously provide feedback. Co-sponsored by Philadelphia College of Osteopathic Medicine.



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**Target Audience: Doctoral Level Psychologists and Other Mental Health Professionals**  
**Level of Instruction: Intermediate**  
**Number of CE Credits Offered: 1 CE credit**  
**Cost: \$15**

