

Identifying speech disorders in Pakistani heritage children

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- The population under investigation
- Caseload features
- Overview of development of speech sound screen
- Outcomes: A) Normative data

The Pakistani heritage community

Pakistan

- Pakistan is a country of approximately 148 million people (*Pakistani Government 2003*) which was created out of the partition of the South Asian sub-continent in 1947.
- 69 languages are listed as being spoken in the country (*Ethnologue 2003*) with Urdu as the official national language.
- Pakistan has a long history of migration, both internally and externally, driven by economic, political and social factors (*Siafullah Khan 1977, 1979*).

The Pakistani heritage community in the UK

- The UK 2001 Census (*National Statistics Online 2003*) reveals that there are approximately 747,000 Pakistani heritage people in the United Kingdom (UK) making up the second largest minority ethnic group in the country.
- The Pakistani (and Bangladeshi) heritage populations are the most widely dispersed minority ethnic populations in England.

The Pakistani heritage community in Rochdale

- Rochdale is an old textile manufacturing town in the north of England with a total population of approximately 205,000 (*Rochdale 2003*). Of this total, approximately 16,000 (i.e. 7.7%) describe themselves as of a Pakistani heritage and originate from Azad Kashmir and the west Punjab.
- This region in Pakistan is predominantly one of poor farming areas with some larger towns and small cities. There has been a long history, over centuries, of both internal and external migration from this area.
- During the 1950s and 1960s the textile towns of Lancashire and Yorkshire sent recruitment officers to the area in response to labour shortages in the UK (*Khan 1991*) and this was the original source of the population being reported.
- The population contains both third generation children, born to parents who were themselves born and raised in England and also many members who are recently arrived from Pakistan, often arriving as marriage partners.

Child population figures for Rochdale

- Overall in England there is a declining birth rate *but* differential birth rates mean that the number of bilingual children in Rochdale schools is showing a year on year increase:
 - ❖ 2000-2001 3,665 (16.5%) children in Rochdale primary schools bilingual
 - ❖ 2002-2003 4,084 (19.8%) children in Rochdale primary schools bilingual
- Of these bilingual children approximately 80% are from a Pakistani heritage background

Deprivation

- Minority ethnic families in the UK suffer disproportionately high rates of poverty (*Department for Education and Employment 1999*)
- The community being reported here live in electoral wards rated on the Index of Multiple Deprivation as being in the 10% most deprived wards in England (*UK Parliament 2004*): this index combines information about income, employment, health, education and housing.
- The link between socio-economic deprivation and delayed language skills is well established (*Whitehurst 1997, Locke et al 2002*) and needs to be borne in mind when considering the data presented below.

Languages spoken in the Pakistani heritage community in Rochdale

- Mirpuri (also called Potohari or Pahari)
- Punjabi
- Urdu
- English
- Arabic

Language vs. dialect

- The difference between language and dialect is the subject of much discussion amongst linguists (*Crystal 1997 and Baker and Prys Jones 1998*).
- The three languages under discussion here all come from the same Indo-European origin, have a basic Subject + Object + Verb sentence structure and share many lexical items.
- Grammatical variations mean that Mirpuri and Punjabi speakers are not necessarily mutually intelligible.
- Whilst Punjabi speakers might refer (in a pejorative manner) to Mirpuri as a dialect of Punjabi, Mirpuri speakers have a clear sense of their language as different.
- The BBC broadcasts separate programmes in Mirpuri, Punjabi and Urdu.
- Taking all these factors into account Mirpuri, Punjabi and Urdu will be described as separate languages.

Mirpuri

- Spoken in the rural areas of Azad Kashmir, in particular around the city of Mirpur. The region is regarded as economically poor in comparison to many areas of Pakistan (*Saifullah Khan 1977*). Consequently the language and its speakers are viewed as of low status and many speakers self report as Urdu or Punjabi speakers.
- There is no written form, although some activists are currently attempting to create an Arabic-based phonetic script (*Rahman 1998*). As there is no tradition of literacy, books (other than the Qur'an) are not usually found in Mirpuri speaking homes. Some commentators have incorrectly described such families as 'illiterate': as literacy is not an option it would be more appropriate to use the term 'pre-literate'.
- Currently there are no published grammars and dictionaries but see Pert (*forthcoming*).
- There are estimated to be at least 500,000 speakers of Mirpuri in the UK (*Rahman 1998*).

Punjabi

- Spoken in the prosperous Punjab province in the north of Pakistan. Mother tongue Punjabi speakers dominate the government of Pakistan (*Rahman 1998*) and so the language is viewed as of a higher status than Mirpuri.
- Many mother tongue Punjabi speakers (in both Pakistan and the UK) encourage their children to use either Urdu or English.
- It is related to the Punjabi spoken in India but unlike that language it is rarely written.
- Written grammars and dictionaries are available but tend to be based on Indian Punjabi.

Urdu

- Urdu is the official national language of Pakistan and as such is viewed as a high status language. In fact in Pakistan less than 8% of the population speak it as their mother tongue, the majority acquiring it as an additional language (*Rahman 1998*).
- It has a written form and a strong literary tradition to reinforce its high status.
- Written grammars and dictionaries are available.
- Due to the high status of Urdu, some Pakistani heritage parents in the UK for whom Mirpuri or Punjabi is their mother tongue, but who have some knowledge of Urdu, are bringing their children up to speak Urdu. There are thus some households where the parents are speaking Mirpuri or Punjabi to each other but Urdu to their children.

English

- The majority of family units have one parent with no or very limited skills in English.
- The majority of children from this community currently enter nursery provision at the age of three with little or no knowledge of English.
- Once in the education system children are expected to acquire English rapidly: there is little mother tongue support available within the classroom beyond the age of five.
- As they progress through school and acquire English skills children often choose to use English with their peers, and indeed may reply in English to a parent, even when that parent has spoken to them in mother tongue and has little ability in English.

Arabic

- The community is predominantly (but not exclusively) Muslim. From the age of seven (and increasingly from the age of five) Muslim children in Rochdale attend their local mosque for approximately two hours a day to receive religious instruction and learn the Qur'an.

SLT caseload in Rochdale

Some research questions

- Are Pakistani heritage children referred to SLT?
- Are Pakistani heritage children with speech disorders referred to SLT?
- How do SLTs identify speech disorders in Pakistani heritage children?

How to answer referral questions

- An audit was conducted of referrals to the SLT department over a two year period: September 2000 to August 2002.
- All bilingual referrals were examined as well as referrals of monolingual English speaking children living in the same clinic catchment area. All children came from an area of high socio-economic deprivation.

Audit figures

- 136 Pakistani heritage bilingual children
- 89 monolingual English speaking children
- 30 bilingual children (22.06%) failed to attend for screening appointments.
- 19 monolingual children (21.35%) failed to attend.
- The number of full data sets, of both referral and clinical information, available from the two groups was 106 and 70 respectively.
- For further detailed information see *Stow and Dodd (forthcoming)*

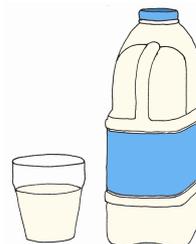
Reasons for referral

Reason for referral	Pakistani heritage		Monolingual	
	(%)	(n)	(%)	(n)
Speech sounds	25.74	35	58.43	52
Language	36.03	49	22.47	20
Other	38.24	52	19.1	17
Total	100.01	136	100.00	89

Data from Stow and Dodd (forthcoming) in Journal of Multilingual Communication Disorders

How do SLTs diagnose speech disorders in Pakistani heritage children?

A speech screen for Mirpuri, Punjabi and Urdu (data reported in Stow and Pert, forthcoming)



Development of the speech screen

- Twenty one words assessing a wide variety of phonemes from all the main classes i.e. plosives, fricatives, nasals and affricates. Aspirated and retroflex variants were included. Some phonemes were assessed more than once and in more than one word position.
- The words were all easy to depict in pictorial form and were words considered to appear early in a child's lexicon. Consideration was also given to using words which had no or only minimal variation in realisation across the three languages.
- Children were presented with a series of partially coloured, ethnically appropriate, line drawings and asked to name the picture. Younger children and those unfamiliar with pictures were presented with real objects.
- Responses were transcribed using the International Phonetic Alphabet.

Rationale for amalgamation of data under heading of 'Pakistani heritage'

- Speakers of each language can be clearly identified within the community but many speakers mix Mirpuri and Punjabi together, largely depending on their exact geographic origins in Pakistan, where speakers of the two languages come into close contact.
- Codeswitching between Mirpuri, Punjabi, Urdu and English was widely observed occurring in language samples elicited from a sub-group of the children (*Pert and Letts 2003*).
- The Urdu speaking children in this sample all came from homes where their parents' mother tongue was either Mirpuri or Punjabi.
- In the light of these factors it was decided to amalgamate the data collected and report it as referring to children of Pakistani heritage.

Subjects: 246 'normal' children who had not been referred to SLT

Age	Age Band	Frequency	Female	Male
0 - 2;05	0	13	7	6
2;06 - 2;11	1	11	6	5
3;00 - 3;05	2	21	10	11
3;06 - 3;11	3	58	27	31
4;00 - 4;05	4	41	23	18
4;06 - 4;11	5	17	9	8
5;00 - 5;05	6	15	6	9
5;06 - 5;11	7	21	10	11
6;00 - 6;05	8	12	5	7
6;06 - 6;11	9	12	5	7
7;00 - 7;05	10	17	10	7
7;06 - 7;11	11	8	4	4
Totals		246	122	124

Number of items completed

- Only in age band 6 (5;00 – 5;05) did all the children name every item.
- The range of items completed expanded after age 5;11. It may be that the older children, with extended exposure to English, were becoming less confident in their mother tongue and therefore were more reluctant to attempt items about which they were unsure.
- The background of deprivation, with its associated language delay, and culturally determined child rearing patterns may well have influenced the number of items that the younger children attempted.
- The finding that young children are reluctant even to name simple objects, has important implications for the clinician attempting to elicit speech samples for diagnostic purposes.

Consonants correct

- The percentage of consonants correct shows an upward trend until the age of 7;05, thereafter showing a slight decline.
- These figures may well reflect the impact of exposure to English and the increased demand from education staff for expression in English from the age of 5;00.

Age of acquisition of consonants

- The first sound established in this cohort was the dentalized alveolar plosive: 50% using it in the 2;05 and under group. The word /*ḍuḍ*/ (milk) used to elicit this sound is a very high frequency word in the community.
- The rest of the data indicates what might be seen as a predictable progression:
 - ❖ Nasals
 - ❖ Plosives
 - ❖ Fricatives
 - ❖ Affricates
- The data suggests a relatively late establishment of consonants in this speech community. This should be viewed as a reflection of the relative difficulty of eliciting speech samples rather than an overall delay *per se*.

Common processes identified

- *Holm et al (1999)* assessed children from the same community and reported the most frequent (occurring in a minimum of 25% of the sample) processes found were: voicing, stopping, backing, cluster reduction, weak syllable and initial consonant deletion. Gliding of /*ʃ*/ to /*ʎ*/ was also noted.
- The phonological processes identified in this data are broadly in line with those identified by *Holm et al (1999)*. Interestingly there was a high incidence of fronting observed which is not reported in the earlier data.
- The incidence of reduplication is explained by the use of the target word /*ḍuḍ*/ (milk) which adults tend to realise in an immature, reduplicated style as /*ḍuḍu*/ when talking to young children.

Now we can assess accurately: do bilingual Pakistani heritage children with speech disorders get referred to SLT?

- Data presented in Stow and Dodd (forthcoming, *Journal of Multilingual Communication Disorders*) demonstrates that bilingual Pakistani heritage children with speech disorders do not get referred to SLT.

The challenge for the future

- Establish an effective route for identifying bilingual Pakistani heritage children with speech disorders to ensure they are referred to SLT.
- Develop effective treatment packages.

**'Bilingualism
is an
advantage'**

Royal College of Speech and Language
Therapists, 1996, *Communicating Quality*
2: Professional Standards for Speech and
Language Therapists p. 150

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