Assessment and therapy for bilingual children with SLCN

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What is bilingualism?

- **Factors to consider:**

- Age when exposed to more than one language

- Receptive skills (understanding)

- Expression (use of language)

- Code switching and pragmatics
(when it is appropriate to use the languages)

- Covers multilingualism

- May be multi-modal,
e.g. spoken language and sign language

Definitions: bilingualism

- Individuals or groups of people who acquire communicative skills in **more than one language**. They acquire these skills with **varying degrees of proficiency**, in **oral and/or written forms**, in order to interact with speakers of one or more languages at home and in society. An individual should be **regarded as bilingual regardless of the relative proficiency of the languages understood or used**.

  - Royal College of Speech and Language Therapists 2006: 268

Definitions: bilingualism

- '…bilingual refers to children who are in regular contact with more than one language **for the purposes of daily living**. Their competence may be in one or all of the four skills (listening, speaking, reading, and writing) in either or both languages and is likely to be at varying levels.

  - OFSTED 2001:5

Bilingualism is normal

- Bilingualism is the typical human state. Monolingualism is unusual. Most people speak at least two languages, but not necessarily as fluently as monolinguals

- Many people don't even notice that they speak more than one language. They code switch according to person, place and situation, just as monolinguals would change 'register' for different situations

No one language is more complex than another

- The names for many languages is merely 'our language' or 'our tongue'

- The concept of English being more complex, beautiful and correct (especially the RP accent) is cultural. Other high status languages claim the same thing – Urdu, Mandarin etc.

- Beware of languages of lower perceived status being described as 'dialects' or 'slang'

Many languages don't have a written form

- Language existed millennia before the alphabet was invented

- Many language are pre-literate (have no written form), e.g. Mirpuri

- Many people speak a language but are not able to access the written form

Oral communication is better than written

- 'although people may be able to speak English they might not be able to read it…

- Furthermore, even if letters or patient information leaflets are translated, people may not be able to read their own language. Over half of older Bangladeshi and Pakistani women are illiterate in any language, and about 20% of older men. In some cases, there may be no written form of their own language' Szczepura 2005

Why encourage bilingualism

- Parents who use their home language are using their **best language**. A parent who uses English when this is not their strongest language risks providing a poor or restricted language model

- **Employment** – bilingual skills are important to the service industry, sales, finance, translation and travel industry

- **Social and personal identity** – bilingual individuals often report higher self-esteem and a sense of belonging if they are able to communicate with their peers, neighbours and wider community. Monolingualism cuts off children from the extended family

- Education does not have to be exclusively in the medium of English

Definitions: EAL

- Bilingual or developing bilingual are descriptors which encompass a wide range of starting points and levels of proficiency. English as a second language (ESL) and English as an additional language (EAL) are terms which **refer to only one aspect of an individual's language repertoire**. For most pupils English will quickly become their main language for education, career and life chances, but their **first or community language will remain a crucial dimension for their social and cultural identity**.
    - OFSTED 2001:5

Definitions: SLCN

- The term speech, language and communication needs (SLCN) encompasses a wide range of difficulties related to all aspects of communication in children and young people. These can include difficulties with fluency, forming sounds and words, formulating sentences, understanding what others say, and using language socially.
    - DCSF (2008:13)

The impact of deprivation

- **Approximately 50%** of children and young people in some socio-economically disadvantaged populations have speech and language skills that are **significantly lower** than those of other children of the same age. These children need access to early years provision which is specifically designed to meet their language learning needs and they may also benefit from specific targeted intervention at key points in their development.

  - DCSF 2008:13

The impact of deprivation

- In the last few years deprivation in Rochdale Borough **has increased**. Even more of our local areas are now ranked in the most deprived in the country. This worsening of deprivation has been particularly marked in the health, income and employment domains.

  - Rochdale Borough Council 2009:5

- **31% of the population** in the 3% **most deprived** LSOAs are from a **minority ethnic group** (compared to 11% in the non-3% LSOAs).

  - Rochdale Borough Council 2009:20

Prevalence of SLCN

- A significant number of children have SLCN, but they fall into two groups. It is estimated that around 10% of all children have a **long-term persistent SLCN**, whereas upwards of 50% of children on school entry have more **transient difficulties** and, with the right support, are likely to catch up.

  - I CAN 2009: 4

Prevalence of SLCN

- **50%** - in some parts of the UK, particularly in areas of social disadvantage, upwards of 50% of children are starting school with speech, language and communication needs (SLCN).
- **10%** - I CAN estimates that 10% of all children have complex or *persistent* SLCN.
- This **10%** is a mixture of:
  - Children who have SLCN as a result of another condition such as autism, hearing impairment, general learning difficulties etc.
  - **7%** of children who have SLCN as their main or primary difficulty also referred to as specific language impairment (SLI).
  - An estimated **1%*** of children who have the most severe and complex SLCN.
    - I CAN 2009: 4

Bilingualism does not cause SLCN

- 'As bilingualism does not cause communication disorders, there is no reason why bilingual children should have a different rate of speech and language problems from a monolingual population' RCSLT 2006: 269

Differentiating diversity from disorder

- Assessing bilingual children may be a challenge for a number of reasons:

- Assessment in English only means the child may be:
  - Using their least developed language
  - Are not using their strongest language
  - Reluctant to use code switched spoken sentences

- Assessment using English-medium tests compare the child to monolingual English speaking children and results are therefore not valid.

Differentiating diversity from disorder

- The silent period

- Silence as communication (see Myers-Scotton 2006: 186-189)

- Code switching mistaken for language confusion or lack of English vocabulary

Bilingualism: some definitions

- 'Individuals or groups of people who acquire communicative skills in more than one language. They acquire these skills with varying degrees of proficiency, in oral and /or written forms, in order to interact with speakers of one or more languages at home and in society. An individual should be regarded as bilingual regardless of the relative proficiency of the languages understood or used.' (Communicating Quality 3, Royal College of Speech and Language Therapists (RCSLT), 2006: 268)

- 'Bilingual is used to refer to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages' (Excellence and Enjoyment: learning and teaching for bilingual children in the primary years. Department for Education and Skills 2006)

Bilingualism

- 'Bilingualism is when a person understands and/or uses two or more languages. A person is described as bilingual regardless of their level of ability in either language. Bilingualism is not a disorder and therefore is a description of the person's language ability, not a diagnostic label. Bilingualism never causes or contributes to a communication disorder.'
  (Afasic 2007) www.afasic.org.uk

Bilingualism is normal

Area	Number of living languages
Africa	2,092
Americas	1,002
Asia	2,269
Europe	239
Pacific	1,310
Total	**6,912**

Source www.ethnologue.com March 2008

Advantages of bilingualism

- *Economic benefits* e.g. when doing business with other countries, employment opportunities

- *Social advantages* e.g. personal identity and social cohesion, when visiting other countries

- *Cognitive benefits*. There is some evidence that speaking more than one language can boost intelligence levels

Definition: Mother tongue

- The language an individual identifies with is often referred to as their 'mother tongue'

  The United Nations defines mother tongue as the 'language usually spoken in the individual's home in his early childhood, although not necessarily used by him at present'

Bilingualism: some qualifiers

- *Potential* bilingualism

- *Simultaneous* bilingualism

- *Sequential* bilingualism

- *Balanced* bilingualism

- Additional language (*EAL)

Potential bilingualism

- A child may be monolingual but have the expectation to become bilingual, often through exposure to education. An example of potential bilingualism is the experience of children from linguistic minority populations. (Skutbabb-Kangas (1984: 75) in Romaine (1989: 25))

Simultaneous bilingualism

- The child is exposed to both (all) languages from the beginning of language acquisition

- There is debate around the exact age for the 'cut-off point' to change into sequential bilingualism

- Most frequently researched type of childhood bilingual language acquisition

- Least common route to bilingualism

Sequential bilingualism

- A first language (the mother tongue) is acquired by the child

- An additional language is then acquired

- There is a dearth of research into sequential bilingualism

- Most common route to bilingualism

- The majority of bilingual pupils in the United Kingdom are *sequential* bilinguals who acquire one language at home and another language (English / Welsh / Gaelic) on entering the education system

Balanced bilingualism

- 'One of the myths of bilingualism is that a bilingual person has two, equally well developed, languages' (Baker and Prys-Jones 1998: 12)

Additional language learning

- Acquired through formal environments, mostly educational settings

- Additional language learning is often differentiated from 'normal' language acquisition – a 'taught skill' rather than 'picked up' through exposure

- The label EAL should be used with caution as it is not always accurate

Legal and professional guidelines

The law

'Discrimination occurs when someone is treated less favourably on grounds of their colour, race, nationality or ethnic origin.'

(Race Relations Amendment Act 2000)

The law: an interpretation

'It is illegal, therefore, knowingly to provide an inferior quality of care to a particular racial minority group. An example of this is the failure to provide maternity interpreters for a minority group, many of whose female members are known to speak little English.' (Schott and Henley1996:90)

Government policy: asylum seekers and refugees

'It is government policy that the children of asylum seekers and refugees are given the same opportunity to access education as all other children.' www.standards.dfes.gov.uk

European Union: Language Policy

- The Charter of Fundamental Rights (2000) places an obligation on the Union to respect linguistic diversity (Article 22) and prohibits discrimination on grounds of language (Article 21)

- Foreign language competence is seen as very important (2002/c 50/01)

- Highlights the importance of a language friendly environment in helping children from immigrant communities to integrate (T6-0385/2005)
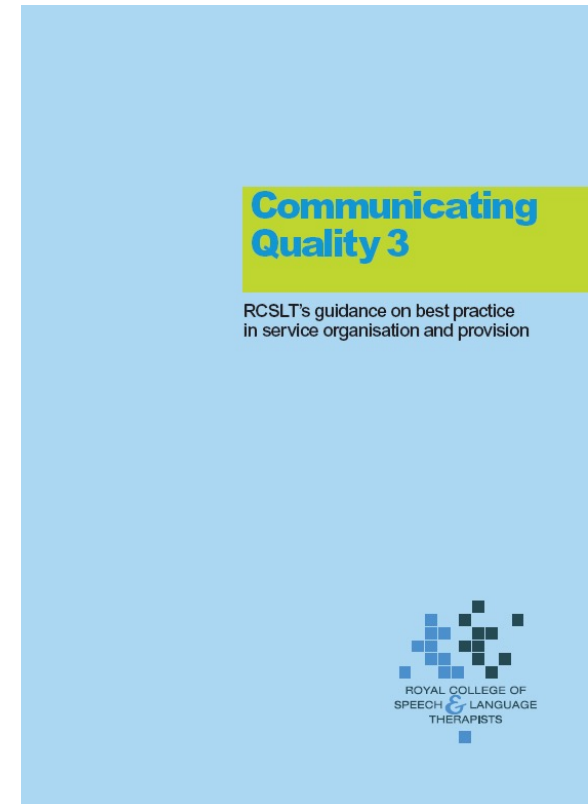
Communicating Quality 3: Access

(Royal College of Speech and Language Therapists, 2006: 270)

- 'Ensuring equal access and quality of care for all members of the local population regardless of ethnic or linguistic background. The use of trained bilingual speech and language therapy assistants / bilingual co-workers and expertise in working with interpreters will ensure that bilingual individuals have access to all care pathways.'

Communicating Quality 3

RCSLT's guidance on best practice in service organisation and provision

ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS

Communicating Quality 3: Language use

'Bilingual individuals may be vulnerable to well-meaning, but ill-informed, professionals who advise abandonment of mother tongue in order to facilitate the development of skills in English. Speech and language therapists should not advise individuals and their carers to abandon their mother tongue to facilitate progress in English.'

Communicating Quality 3

RCSLT's guidance on best practice in service organisation and provision

ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS

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'As bilingualism does not cause communication disorders there is no reason why bilingual children should have a different rate of speech and language problems from a monolingual population'

Communicating Quality 3

RCSLT's guidance on best practice in service organisation and provision

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Bilingual populations in the UK

Bilingual populations in the UK

- Interactive map

http://www.guardian.co.uk/flash/0,,1690291,00.html

- History of inward migration

How many languages?

Bilingual populations in the UK: statistics
Source: Census 2001

- 87% of the population of England and 96% of the population of Wales gave their ethnic origin as White British

- White Irish people made up 1.2% of the population

- 2% of the population were Indian

- 747,000 Pakistani heritage

- Bangladeshis formed 0.5% of the population

- 1.1% of people were Black Caribbean, 0.9% were Black African

- Pakistani and Bangladeshi heritage communities were the most widely dispersed around the regions of England

The majority of SLTs working with children have at least one bilingual child on their caseload (Winter 1999)

Differential diagnosis

Child

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Assessment in ALL languages spoken / understood by the child

Mother tongue skills *good* Additional language skills *poor*	Mother tongue skills *poor*	Mother tongue skills *poor* Additional language skills *poor*	Mother tongue skills *poor* Additional language skills *poor* Cognitive skills *delayed*

Additional language teacher	Speech & Language Therapist	Educational psychologist

Speech and language therapists are not teachers of additional languages. 'Second language English problems should be managed by the specialist language services in education'

(RCSLT Special Interest Group in Bilingualism Good Practice Guidelines 2007)

Assessing bilingual children

Play Skills

- Assess informally

- Do not rely on Sheridan type milestones which were not developed on bilingual populations

- Remember children from different cultures may initially be surprised when an adult joins in a play activity

- Use culturally appropriate toys e.g. If playing with dolls and food are the toy foodstuffs and eating utensils familiar to the child?

Listening and Attention

- There are culturally determined differences which may influence interactions:

  - Eye contact

  - Turn taking

  - Passivity versus activity – initiating conversation

Assessment principles: Which language to assess

- Assess **ALL** the languages a client uses or hears to get a full picture of their skills

- 'With regard to assessment and differential diagnosis, bilingual individuals are vulnerable to misdiagnosis if linguistically and /or culturally inappropriate assessment tools are used to reach a diagnosis. An incomplete picture of their skills will emerge if only one language is assessed' (Communicating Quality 3, Royal College of Speech and Language Therapists, 2006, page 270)

Assessment principles: Normative data

- 'There is also risk if normative data that has been developed with monolingual populations is applied to bilingual individuals.'

  (Communicating Quality 3, Royal College of Speech and Language Therapists, 2006, page 270)

Assessment Principles: Discontinuation

- As a child may have underlying concepts in L_1 that assist the acquisition of L_2, some L_2 structures that are viewed as developmentally 'later / harder' may be acquired prior to 'earlier / easier' structures. Assessment ceilings developed for monolingual speakers of a language therefore do not apply so continue assessments to the end e.g. TROG (Quinn 2001)

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- Positive aspects
  - Can compare with other bilingual children

- Negative aspects
  - Test and cultural bias
  - Few norms available for languages other than English acquired in a monolingual context and they are often less extensive than monolingual norms

Language assessment in mother tongue: Informal assessment

- Positive aspects
  - Doesn't compare with English norms
  - Can be culturally appropriate

- Negative aspects
  - Potential cultural bias
  - Potential linguistic bias if not very careful with translation e.g. are gender agreements giving additional information?
  - Difficult to compare to other children: implications for referral to SEN stages and other support

Informal Assessment

Informal assessment does not mean informal recording. It requires meticulous reporting to demonstrate change over time

Bilingual phonological development

Speech: Normative data

- You need to be clear whether you are looking at a child who only speaks one language (which is not English) or a child who speaks two (or more) languages

- There is evidence that the phonological development of bilingual children is qualitatively and quantitatively different to their monolingual peers

- Limited availability of normative data but some is published (see for example Zhu Hua and B.Dodd 2006)

- Phonology **MUST** be assessed separately in each language as the surface error pattern may be different in each language
  - e.g. a child may produce "h" correctly in the English word "house" but incorrectly produce the Punjabi word
- Articulatory errors will be the same across all the child's languages (Holm *et al* 1996)

Pragmatics

Pragmatics

- Defined by personal experience and cultural consensus

- Current assessments / treatment packages are based on the dominant white European culture and are often inappropriate for children from different cultural backgrounds

Outline

- Working with interpreters

- Translation Issues

- Codeswitching

- Therapy (including report writing)

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- Definitions

- Qualifications

- Availability

- Training

Who *NOT* to use as an interpreter

- 'It is imperative that bilingual relatives should not be used as translators' (RCSLT 2007: 8)

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- Matching language

- Gender

- Religion

- Refugees / asylum seekers

Planning the session

- Arrange appropriate interpreter

- Ensure adequate time set aside for planning and debriefing

- Verbal contact to arrange initial appointment is often more effective than written and should confirm which language will be used (this contact can be made by the interpreter)

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Information the interpreter needs prior to the appointment

- When the appointment is and how long you estimate it will last

- Where you are going to meet

- Information about the client
  - Age
  - Gender
  - Languages spoken in the home

Before the session commences you need to explain clearly to the interpreter:

- The need for strict confidentiality

- What SLTs do

- What information you need from the session

- How you intend to relate to the interpreter during the session

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General translation issues

- Exact, word for word and / or get the general message across?

- How to deal with:
  - familiar names, e.g. 'Sister'
  - religious phrases that may be used e.g. 'God willing...'

- How to translate words which are commonly used by SLTs e.g. speech, language, words, sounds, sentences

Agree a strategy for issues that may arise during the session

- How to deal with issues the client / carers may ask the interpreter about, not expecting them to be shared with the therapist

- How to deal with personal questions which the client / carers may direct to the interpreter

- The need to support the mother tongue speaker(s) in the presence of English speakers, e.g. fathers, relatives, older children who may seek to dominate by using their English skills i.e. how the interpreter can ensure both / all points of view are heard

- Does the interpreter translate any bribes offered to a child by parents wishing to encourage the child to co-operate with you

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Agree a strategy for issues that may arise during the session

- Non-verbal greetings: Older people may place hand on the head of younger person

- Male - female personal space

- Home visits:
  - You may be offered food and drink
  - Other visitors may come to the house – you may need to stop and re-arrange to ensure confidentiality

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- The physical layout of the room including where the SLT and interpreter will sit

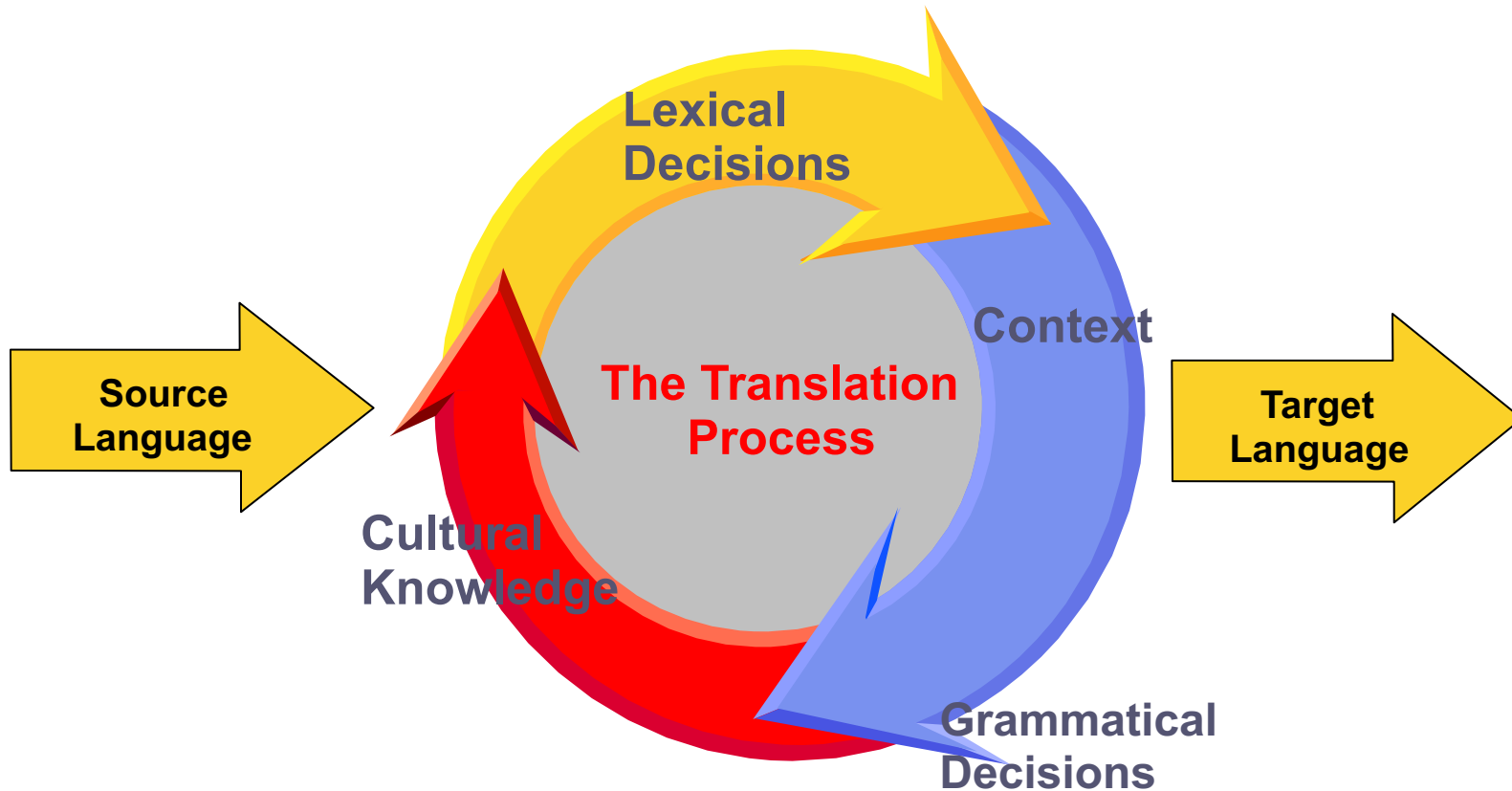- The appropriateness of the equipment

Debriefing after the session

- Discuss the whole session to identify strengths and weaknesses of the team (i.e. the SLT and interpreter)

- Discuss issues that may have arisen during the session

- The interpreter may need time to formulate written translations from notes taken in the session before discussing the performance of the client

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Translation issues

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Why is translation so challenging?

- Languages by definition differ in form and every translation is as individual as the translator

- 'Exact equivalence is of course impossible: no translator could provide a translation that was a perfect parallel to the source...in such aspects as rhythm, sound symbolism, puns, and cultural allusions' (Crystal 1997)

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A model of the translation process

Lexical Decisions

Context

Source Language

The Translation Process

Target Language

Cultural Knowledge

Grammatical Decisions

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- The choice is between translating word-for-word (*literal translation*) or meaning-for-meaning (*free translation*).

- 'Pick the first and the translator is criticized for the 'ugliness' of a 'faithful' translation ; pick the second and there is criticism of the 'inaccuracy' of a 'beautiful' translation. Either way it seems, the translator cannot win...' (Bell 1991)

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Styles of translation in speech and language therapy clinics

- **Free translation or meaning-for-meaning** where the message conveyed is the most important element:
  - Case history taking
  - Discussions and decision making with clients / carers
  - Giving advice and reassurance

- **Literal translation** where the form and shape are also considered:
  - Assessment
  - Devising therapy activities
  - Developing therapy / advice programmes

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Formal translation protocols

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- Formal record of what the child said: no data are lost

- Allow an opportunity to discuss the translation with the interpreter after the session: no rush

- Facilitate the interpreter and SLT to work as a team: SLT gets insight into the structure of the mother tongue of the child and interpreter gains insight into the aspects of language which interest the SLT

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Example of formalised translation protocol in use

English Target	The lady is cooking rice
Client's utterance	handi bana rehi he Aunty
Word-by-word translation	pan make doing+female is (E) Aunty
English translation	Aunty is making (a) meal

Comments: Possible word order error

Code switching of 'Aunty'

'handi' literally means 'pan' but has a wider semantic usage eg. meal/curry

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In addition to all the normal details you would seek in a case history you need to establish *a language history*:

- **Parents.** Which language / languages does each parent speak and to whom? How proficiently do they speak each language?

- **Siblings.** Which languages are spoken by siblings – and which language/s do they use amongst themselves when playing?

- **Grandparents etc.** Which languages are spoken in the extended family? How often does the child see the extended family?

- **Child care.** Is the child regularly cared for outside the family home and if so what languages are spoken in that setting?

- **The child.** Which languages do they understand / use expressively?

Remember: Information from parents may be inaccurate – you need to check everything you are told during the assessment process

The case history: Points to remember

- Carers may deny L_1 language use due to negative messages about mother tongue

- Be aware of your own cultural and social judgements
  - e.g. prolonged bottle use in many Pakistani heritage families

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Codeswitching

Social and linguistic implications of using both (all) languages

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Codeswitching: Definitions

- Codeswitching or code switching is literally switching (alternating) between the languages ('codes') available to the speaker
- The research activity in this area has focused on two main areas:
  - Bilingual interaction
  - Linguistic aspects
- The former is concerned with how bilinguals use their languages in conversations
- The latter is concerned with how individual bilingual utterances are formed

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Codeswitching: Definitions

- 'A long narrative may switch from one language to the other. Sentences may alternate. A sentence may begin in one language, and finish in another. Or phrases from both languages may succeed each other in apparently random order (though in fact grammatical constraints are frequently involved' (Crystal 1997: 365).

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Codeswitching: Definitions

- '...code-switching is related to and indicative of group membership in particular types of bilingual speech communities, such that the regularities of the alternating use of two or more languages within one conversation may vary to considerable degree between speech communities...' (Auer 1998: 3)

- Studies may use conversational analysis, and comment on the cohesion and identity of a community or group as expressed through code switching (socio-linguistic studies)

Codeswitching: Bilingual Utterances

- Linguists have studied bilingual utterances where two (or more) languages are combined in a single utterance

- It is thought that bilingual utterances may reveal how the human language system functions as the two codes are combined

- Many theories and accompanying terminology surround this area

- Main term is 'intrasentential':

  - 'intra-' = within

  - Sentential = sentence

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Codeswitching: Bilingual Utterances

- Adults were thought to be able to use codeswitching as a result of sophisticated mastery of both languages

- Children's bilingual utterances were often seen negatively as signs of 'confusion' or gaps in their vocabulary for a particular language

- Recent research has challenged this view and shown that children as young as 3;6 can integrate nouns and verbs from one language into another (Pert 2007)

- The following example is from a young Mirpuri-English speaking child (Mirpuri is a Pakistani heritage language widely spoken in the UK)

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daddy tolija naal ath wash kar–na pija

daddy towel with hand wash do–ing + male is + male

Note the insertion of English noun and verb into a Mirpuri utterance

Codeswitching: Terminology

- Not all researchers have used the same terminology leading to potential confusion

- *'Code mixing'* is sometimes used to describe the alternation of languages across sentence boundaries (Brice 2000)

- *'Language mixing'* and *'intrasentential codeswitching'* have been used in the same way (Heredia and Altarriba 2001, Juan-Garau 2001)

- *'Mixing'* is used by some researchers but is rejected by others as it implies the creation of a new entity (Myers-Scotton 2002)

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Different theoretical models of codeswitching

- Linguists have attempted to explain the codeswitching found in normal adult-adult interaction data

- Models have been proposed and then criticised as they only explain one language combination (especially romance language dyads)

- Many exceptions in the data which are not predicted by the theory

- Many utterances which should be found in the data aren't

- Constraint models

  - Descriptive constraints

  - Linguistic constraints

- Minimalist approach

  - Equivalence constraint / Free morpheme constraint

  - Government constraint

  - Functional head constraint

- Minimalist approach

- Grammatical frame/ content insertion models

Constraint models

- Prior to Pfaff's study models were based on limited data
- Pfaff (1979) described Spanish-English codeswitching in the USA
- Audio recordings made of 200 speakers in a real environment
- Speakers were '...competent in the syntactic rules of both languages' (314)
- Viewed intrasentential code switching as '...meshed according to a number of constraints' (314)
- Acknowledged that the driver for codeswitching was socially motivated

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Grammatical frame/ content insertion models

- Azuma developed Garrett's model of (monolingual) speech production

- Noted that both codeswitching examples and morpheme standing errors suggested the existence of a FRAME

- Fancy getting your **mode**l re**nose**d
  Intended: nose remodelled
  (Azuma 1993: 1072)

- Azuma states that '...code-switching occurs at the stage of the content-word insertion (1993: 1074)

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Grammatical frame/ content insertion models

- Items (content) can be inserted into a monolingual frame
- The insertion of content does not disrupt the monolingual grammar of the frame

- e.g. The following examples show the insertion of an English verb. In the first, the English verb structure is followed, in the second, the Mirpuri word order (FRAME) is maintained:
- *Jenani axbar pi read
- Jenani axbar read kar-ni pi
- Jenani axbar par-ni pi

Grammatical frame/ content insertion models

- Myers-Scotton developed this model into 4 principles:
  - The Matrix Language Principle
  - The Uniform Structure Principle
  - The Asymmetry Principle
  - The Morpheme-Sorting Principle

- The Matrix Language Frame model is robust enough to explain codeswitching for a variety of language dyads (not just related languages) and other language contact phenomena (such as language change).

- The model has been updated in response to criticism from minimalists – MLF 4M model

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Matrix Language Framework (MLF)

- **Matrix Language Principle:**
  The form of an utterance is derived from an analysable frame. This frame is called the 'Matrix Language'. The matrix language and the embedded language never contribute equally to an utterance.

- **The Uniform Structure Principle:**
  Any given constituent has a uniform structure, which is always well formed.

- **The Asymmetry Principle:**
  There is a drive towards uniformity of the structural frame. This produces asymmetry with the matrix language most likely to be the source of the frame.

- **The Morpheme-Sorting Principle:**
  'All morphemes are not equal'. This means that different morphemes have different possibilities of occurring.

- 4 types of morphemes:
- ***Content morphemes*** – give or receive thematic roles (agents, patients and themes). Tend to be nouns and verbs.
- ***System morphemes***
  - ***Early system morphemes***
    - Related to the head of the content morpheme, e.g. determiners, adjectives.
  - ***Late system morphemes***
    - Bridges, which create well-formed utterances e.g. 'of'
    - Outsider, which look outside their immediate environment for their form e.g. Subject-Verb agreement.

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Assignment workshop

- Analyse the following intrasentential codeswitched utterance:

- CS   :   "daddy chair uper beh-ta va"
- Mirpuri: 'aba kursi uper beh-ta va'
- Translation: dad chair on sit-ing +male is + male
- English: (the) dad is sitting on (a) chair

Therapy

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- Speech and language therapy value: 'Providing intervention in the individual's mother tongue and support the family in their use of mother tongue when necessary / appropriate, i.e. when it is the individual's preferred / dominant language.'

  (Communicating Quality 3, Royal College of Speech and Language Therapists, 2006: 269)

Why is mother tongue important?

- We rely on parents to give good language models to their children and they will do this best in their mother tongue

- Strong mother tongue skills aid development of an additional language

- Language is closely associated with cultural identity

- The child needs their mother tongue for communicating with their extended family

There is no evidence that encouraging mother tongue use will hinder development of an additional language

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Don't panic!

- Develop a therapy programme as you would for a monolingual English speaking child but where appropriate deliver it in mother tongue – if necessary via a bilingual assistant.

- SLTs routinely train monolingual English speaking parents to deliver therapy programmes at home. For a bilingual child you can demonstrate a programme in English in the clinic, explain the underlying principles / aims and get parents to demonstrate to you how they can deliver the activity in mother tongue

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Practical ideas

- Professional advisors specialising in bilingualism should be available:

  - Members of RCSLT can seek advice from the College's advisors in bilingualism – phone or email RCSLT for their contact details when you have a specific query.

- The internet is an excellent source of cultural information – but check the origin of the site to ensure the reliability of the information

- http://www.ethnologue.com has a brief overview of the languages of the world and a catalogue of reference books relating to different languages.

Practical ideas

- Purchase or make culturally appropriate equipment. Parents and / or co-workers may be willing to help. Digital cameras and computers can be used to develop stimuli.

- If working on phonology or articulation you can establish an appropriate word list by asking the parents and then use the internet to download pictures to match those words if you do not already have appropriate pictures

- You may find useful verb pictures on the internet too. Example: http://www.carla.umn.edu/lctl/VPA/#access

  has culturally appropriate pictures and suggestions for grammatical structures they can be used to teach

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Practical ideas

- Some libraries have sections targeting their local minority ethnic populations

- 'Teach Yourself' language books

- Travel guide books often contain useful cultural information

- Literacy Trust has useful leaflets www.talktoyourbaby.org.uk

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Practical ideas: Written translations

- Written translations may not be appropriate and may be a waste of money

- If IEPs are written for a child check that the family can read them. Do they need written translations or would a verbal translation be more appropriate? Verbal translations can be produced on CD for families to keep

- If parents can read their mother tongue and do want written translations of leaflets about encouraging language development some are available (see for example The Literacy Trust website)

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Writing reports on bilingual children

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Reports

- Give a clear description of the child's pattern of language use

- Explain what provision was made to carry out mother tongue assessments

- Indicate clearly what language was used for each test / informal assessment you are reporting

Reports

- In addition to previous points you may wish to include comments regarding:

  - 'parents / carers will need an interpreter who speaks X in order to contribute to meetings'

  - 'in line with our professional guidelines the SLT programme will be set in mother tongue as well as in English'

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- 'When reaching a differential diagnosis, or writing reports, SLTs should highlight any areas where lack of appropriate assessment tools have prevented a full investigation of an individual's skills'
  (Communicating Quality 3, Royal College of Speech and Language Therapists, 2006, page 271)

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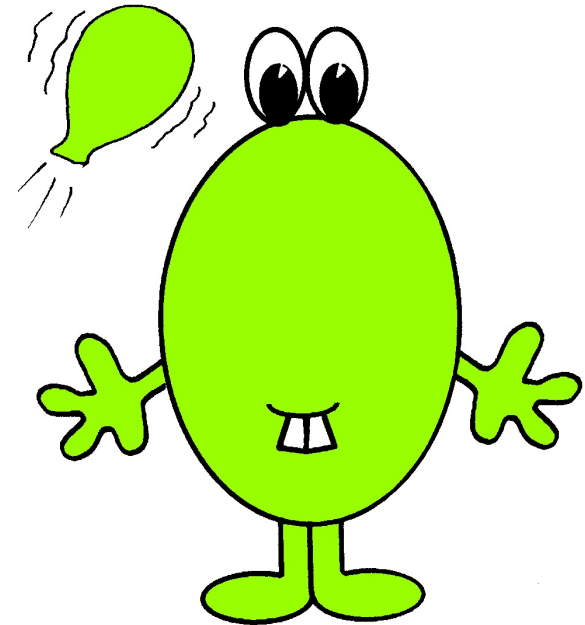
Speech difficulties

- Bilingual children use different simplification processes than their monolingual peers:

    - Simplification of clusters using a schwa,
      e.g. 'spoon' ➔ "sepoon"

    - Use of oral stops after a homorganic nasal,
      e.g. 'clown' ➔ "clown**d**"

    - Use of 't' and 'd' for 'th' (as in 'thin') and 'th' (as in 'this'),
      e.g. '**th**is' ➔ "**d**is"

    - Children with these patterns should *not* be referred

Speech difficulties

- Bilingual children with delayed or disordered speech sound development will display difficulties in both their home language and English

- The errors in one language may not be the same in the other

- Discussion with parents is important to see if they are clear in home language

- If errors are only in English, this is likely to be an EAL problem. Consider how long the child has been speaking English

- If problems exist in both languages then a referral should be considered

Speech difficulties - support

- Differentiate between literacy and sound work

- Use single sounds without a schwa to aid blending and segmentation skills – parents may need extra support to understand this

- Work from the biggest to smallest units – words ➔ syllables ➔ onset/rime ➔ segmentation into phonemes

- Dual sorting - Sorting work by sound and then by meaning / category

Speech difficulties - support

- Sorting by home language sound and by English sound, e.g. '**w**ater' / '**p**ani'; '**b**anana' / '**k**ela'

- Sort words by syllable in home language and then in English, e.g. 'bili' ➜ 2 claps; 'cat' ➜ one clap

Speech difficulties - support

- Rhyme don't rhyme when translated

- Rhyme is the least important aspect of phonological awareness in relation to speech clarity

- Many cultures don't have a tradition of nursery rhymes

Receptive language difficulties

- Understanding another person involves:
  - Being familiar with the situation and activity
  - Knowing the people involved and what they typically do
  - Interpreting facial expression, tone of voice and other cues
  - Interpreting gesture
  - Listening to words and decoding the vocabulary and grammatical rules
- Bilingual children may have different experiences of these factors

Receptive language difficulties

- If children have difficulties following instructions and descriptions is the a language difficulty or an EAL problem?

- Discuss this with parents – if the child has no difficulties at home this is likely to be an EAL difficulty

- Does the child have other (non-verbal) learning difficulties? A child's learning difficulties will also affect their ability to understand spoken language

- If the child has difficulties in both languages then a referral is indicated

Receptive language difficulties - support

- Speak slowly but in connected sentence – speed is the single most important factor in increasing a child's ability to process

- Where possible give instructions in home language and English

- Break down instructions into chunks containing one piece of information

- Ask the child to reflect on what they did and the words they did and didn't understand. Use non-verbal techniques such as drawing, photographs (sequencing)

- Say things in the order you want them to be done

- Use gesture and sign

Expressive language difficulties

- Children who only speak a home language (monolingual in a language other than English) may experience a silent period when immersed into a new language, e.g. on entering nursery or reception

- This is a normal stage of additional language learning. The child is listening, observing and beginning the process of additional language learning

- This stage does not need to be remediated. Lots of quality language input, description, commentary on the child's activities and use of gesture etc will allow the child to move on in their own time

Expressive language difficulties

- If a child has difficulties with putting sentences together, vocabulary, word ending and grammatical rules and concepts (syntax, morphology and grammar) then this may be caused by:

  - Lack of exposure to the language (deprivation)

  - Developmental delay

  - Language disorder

- In order to differentiate, it is best to see how the child responds to a language rich environment

- Targeted and specialist language packages may be required if universal strategies do not meet the child's needs

Expressive language difficulties - support

- Home language input and sensitivity to cultural differences are important in developing language skills

- Reduce questions and comment on activities led by the child

- Model spoken sentences but do **not** simplify them (unless the child has confirmed learning difficulties)

- Vocabulary is best learnt in context. Real objects and photographs of people, items and food which children recognise are important

- Semantic work should include location/function/description/category/sub-category as well as phonological characteristics such as number of syllables, alliteration and onset-rime

www.penninecare.nhs.uk

Expressive language difficulties

- Antonyms and synonyms are useful to include in semantic work

- Explicit teaching of concepts and grammar should then be followed up by reminders in play and classroom activities

- Discussions about language use should form part of all teaching. Identify new vocabulary items, grammar and morphology linked to this topic

- When children have started to use the items, embed the ideas by including them in stories and narrative

Stammering

- Same prevalence in all communities around the world – approximately 5% of all referrals to SLT

- Not related to bilingualism

- Related to a genetic condition and more rarely to other neurological conditions

- For children acquiring language, stammering behaviour may occur/increase when demand for speech (by others or the child himself) outstrips their language capacity. Often remediated by reducing demands and developing more robust language skills

- Children who stammer should be referred to SLT – do *not* wait to see if it clears up in time

Sources of information

- Children's Speech and Language Therapy, HMR Community Health Care has a specialist service for bilingual children and their families

- Rochdale Borough Council, EMAT, Educational Psychology Service and Rochdale Primary Care Trust, 2004. *Identifying the needs of bilingual pupils whose progress is causing concern: a handbook of guidance and information for schools*.

- NALDIC http://www.naldic.org.uk

- Web sites such as www.bilingualism.co.uk

- http://www.afasicengland.org.uk/publications/glossary-sheets/