Title: Early identification of at-risk bilingual children for language and literacy problems in English

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Time: 1320-1350 hrs
Venue: Pls refer to the latest program

Abstract:

Case Study: Yee Min (5 years 7 months) lives with his grandmother on weekdays and attends your K2 class every morning. He speaks very little English in class and he uses Mandarin with his friends and Hokkien with his grandmother. Your colleague reports that Yee Min could name a few letters of alphabet at K1 level but you discover he does not know the sound of letters in September of K2. You probably have a few concerns here: Does he have language delay? Does he have dyslexia? Will he catch up soon after entry to Primary One? How soon will he catch up? Should I call his parents and suggest he repeats K2 rather than move on to Primary school? You are not alone in having these questions in mind when observe a child with this profile.

Nine PCF centres are supporting a 3-year longitudinal study initiated by staff and students from NUS. With parental consent, 124 bilingual children were recruited for the study and all of them were screened at nursery level between August and November 2011. These children will be followed up again at K1 and K2 level on a range of skills including vocabulary, memory, and phonological processing. The main aim of the study is to identify which of these new tests are able to differentiate between children with difficulties in language and literacy in because English is their second (or third) language and children who have general language difficulties or other developmental problems. These screening tests allow early identification of at-risk bilingual children so that they can be offered the kind of help that will make a difference to their subsequent learning and achievement.