

Bilingual and multilingual children: identification of speech language disorders and strategies of intervention

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Scientific literature analysis shows that identification of multilingual and/or bilingual children of speech disorders, overcoming models, and methods are not sufficiently analyzed theme by the scientific and practical approach.

The objective of this research is to disclose assessment and intervention methods in bilingual and multilingual children with specific language impairment and speech disorders.

Research is based on semi structured interviews with parents of multilingual children with speech and language disorders. Information was analyzed using content analysis.

The analysis of research data shows the phenomenon of multilingual diversity and its positive influence on children's language development. The results show the irreplaceable role of parents with regard to the speech and language development of a child.

The research shows that bilingualism and multilingualism cannot induce speech disorders in children oneself. Data of multilingual children in Lithuania suggest that bilingual children even have a lower number of speech and language disorders than monolingual children. However, bilingualism and multilingualism may enhance the severity of language disorders in children if they have problems in first language development.

The type of speech Based on partially structured interviews with their parents the language and speech development of eight multilingual children with speech disorders is described and analyzed in relation to the child's family, cultural and socio-economic background. The results underline the necessity of close cooperation between parents, SLTs and educators to improve the child's language and communication skills. The more early a speech disorder is identified and treated the better are the perspectives of an effective and successful intervention.

Key words: bilingualism, multilingual children, speech language disorders, specific language impairment