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Documenting the language of bilingual minority children

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There is a growing need for speech therapists and educators to take multilingualism and multiculturalism into account during their practice. Despite a substantial number of South Asian minority children in Hong Kong, there are currently very few studies documenting their specific difficulties in acquiring Cantonese from a linguistic perspective. In this talk, I will report my new research on documenting the language of Urdu-Cantonese bilingual minority children from the Pakistani heritage community, aiming to specify their areas of difficulty when learning Cantonese. I will also advocate, for further research, the importance of developing measures to improve the differentiation of bilingual minority children with and without language impairment. These research initiatives offer speech therapists in our community a solid basis to address issues in clinical management for these bilingual children.