

Choosing articulation targets for bilingual children

THE 6 STEPS YOU NEED TO MAKE SURE YOU HAVE THE RIGHT GOALS FOR THE RIGHT CHILD.



1. Give a test of articulation

The first step is the same for any child. Give an articulation test in English and mark all the sounds that are in error.



2. Print the sounds of English

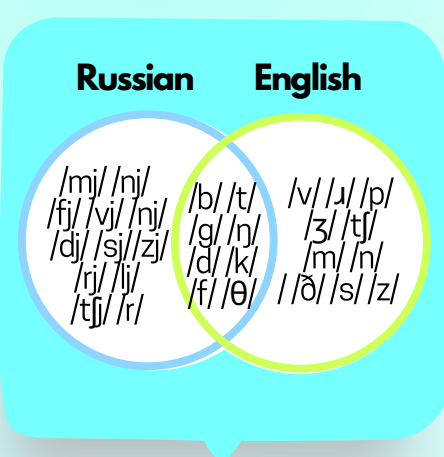
Find a list of all of the sounds of English.

/b/ /t/ /v/ /ɹ/ /p/ /g/ /ŋ/ /z/ /tʃ/ /d/ /k/ /m/ /n/ /f/ /θ/ /ð/ /s/ /z/ /h/ /l/ /w/ /j/ /r/ /dʒ/ /ʃ/ /r/



3. Find the sounds of the child's native language

This can be a bit tricky at times but there are some great sources on the internet, Portland State Univ., ASHA.org, and Bilingualistics.com.



4. Identify which sounds are shared

In this step we need to find out which sounds are shared by both languages. If a sound is not shared (e.g. does not exist in English and the native language), it is not a good initial goal. Working on shared sounds can benefit speech production in both languages.

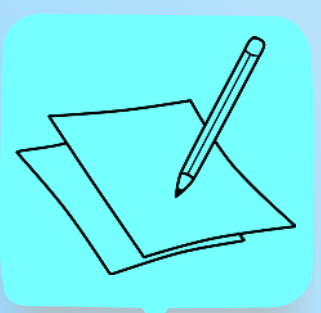
5. Make sure the sounds are age appropriate



Age of acquisition information does not exist for many languages so, if you cannot find norms, best practice is to use English developmental information as a guideline.

Articulation Developmental Norms	3	4	5	6	7	7.5	8.5
English		m n h w b p	k g d t f y	v -ing		r l s ch sh j blends	z th(the) th(with)

6. Write goals on the sounds that are in error, if they exist in both English and the native language



By choosing the sounds that are shared by both languages, we have a better chance of impacting change in both languages.

