**Abstract**

World-wide, between 7.4% (Norbury et al., 2016) and 11.1% (Tomblin et al., 1997) of 5-year-old children are known to have Developmental Language Disorder (DLD) (Bishop et al., 2017). In this talk, I will report on two aspects of my current research on DLD in Cantonese-Chinese speaking children. First, evidence-based assessment using the new norm-referenced Hong Kong Test of Preschool Oral Language (Cantonese) (TOPOL, Department of Health, 2019). Second, description and examination of grammatical errors observed in language samples.

**Speaker**

Anita Wong is Associate Professor at the Faculty of Education, the University of Hong Kong. She has practiced as a speech-language pathologist in the United States and in Canada. She is currently the Director of Clinical Education for the speech-language therapy undergraduate training program.

Dr. Wong’s research area is in child language development and disorders. She has published extensively on Developmental Language Disorder (DLD), previously known as Specific Language Impairment. Her work has led to our understanding of the manifestations of DLD in Chinese speaking preschool children and the implications of DLD on reading development. She is currently getting her projects on grammar intervention for children with DLD off the ground.