

Serving Clients From Diverse Backgrounds: Speech-Language Difference vs. Disorder

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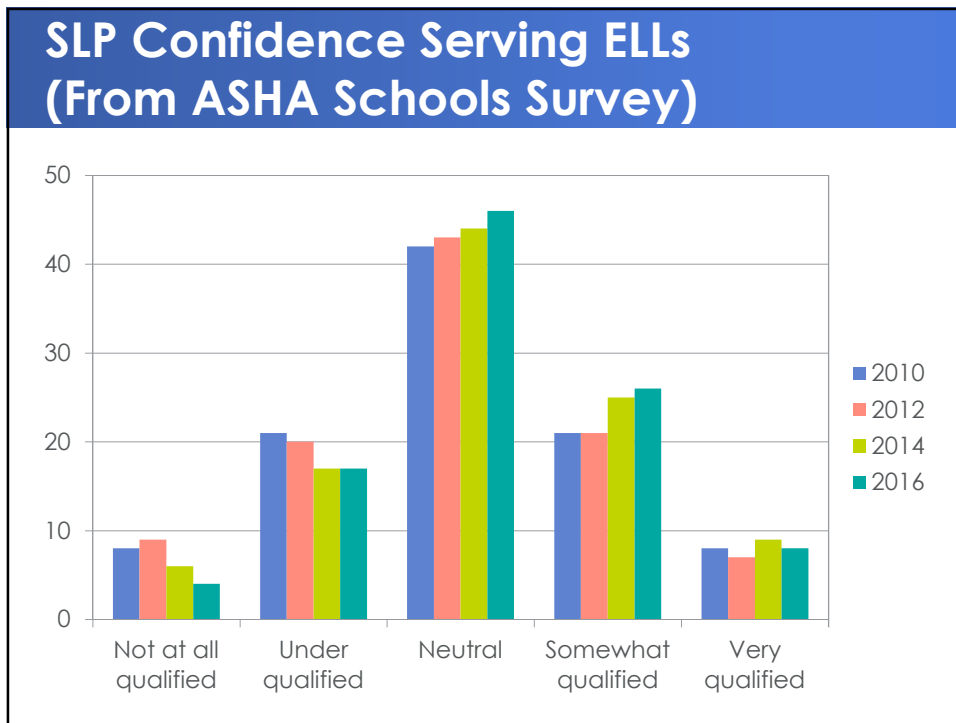


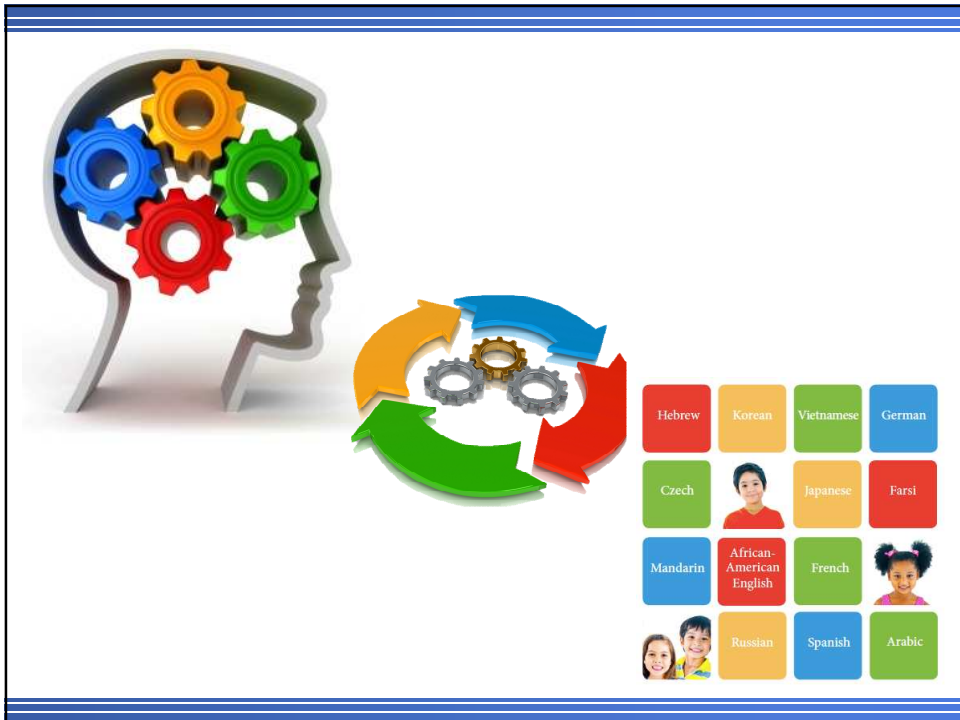
Speaker Disclosure

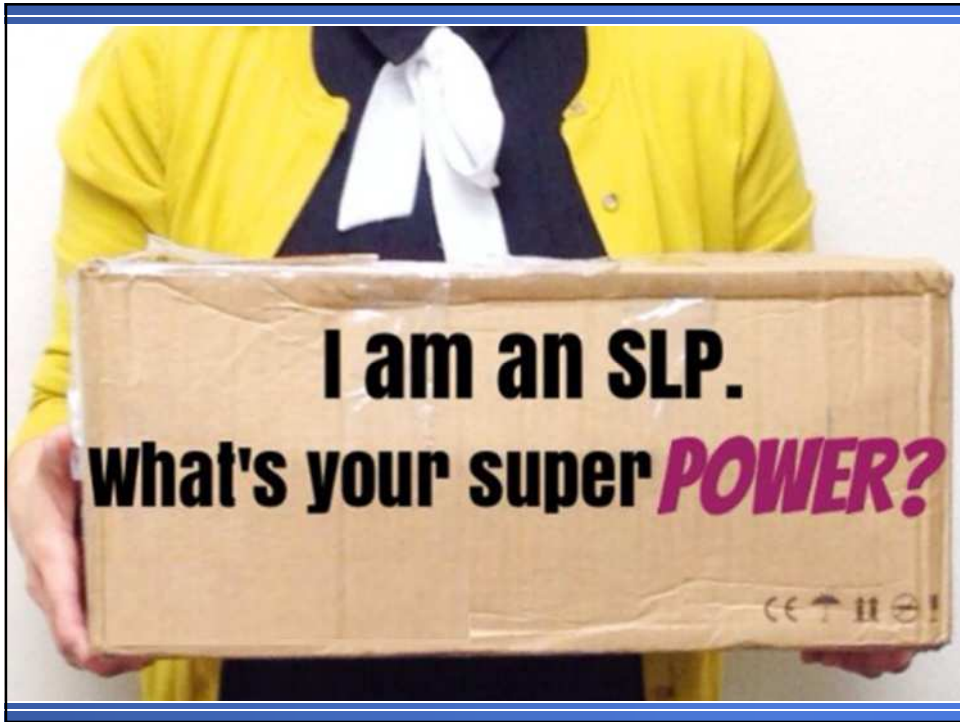
- Financial
 - Bilingual speech-language pathologist at Bilingualistics
 - Financial compensation from ASHA for this presentation
- Nonfinancial
 - None











Difference or Disorder?

NORMAL
DEVELOPMENTAL
ERRORS

NATIVE
LANGUAGE
INFLUENCE

ATYPICAL
ERRORS

The Language Interaction Framework



Positive Transfer - Speech

- [d] exists in English and Vietnamese
- [t] exists and can occur in final position in English and Vietnamese
- If a child can produce it in L1, that skill transfers well to English production



dot → dot

Negative Transfer - Speech

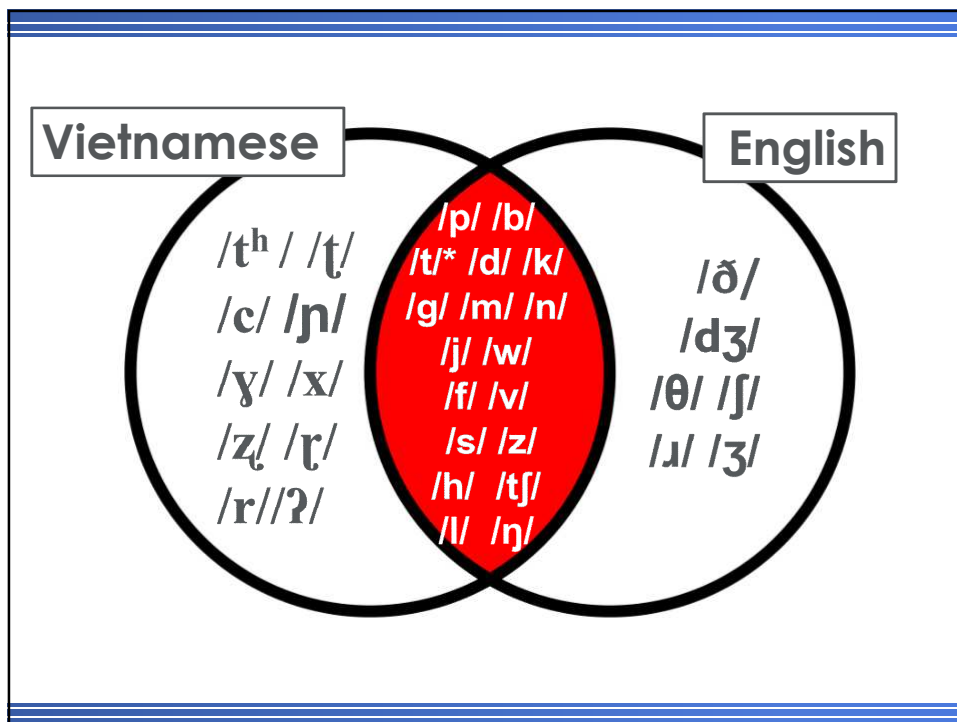
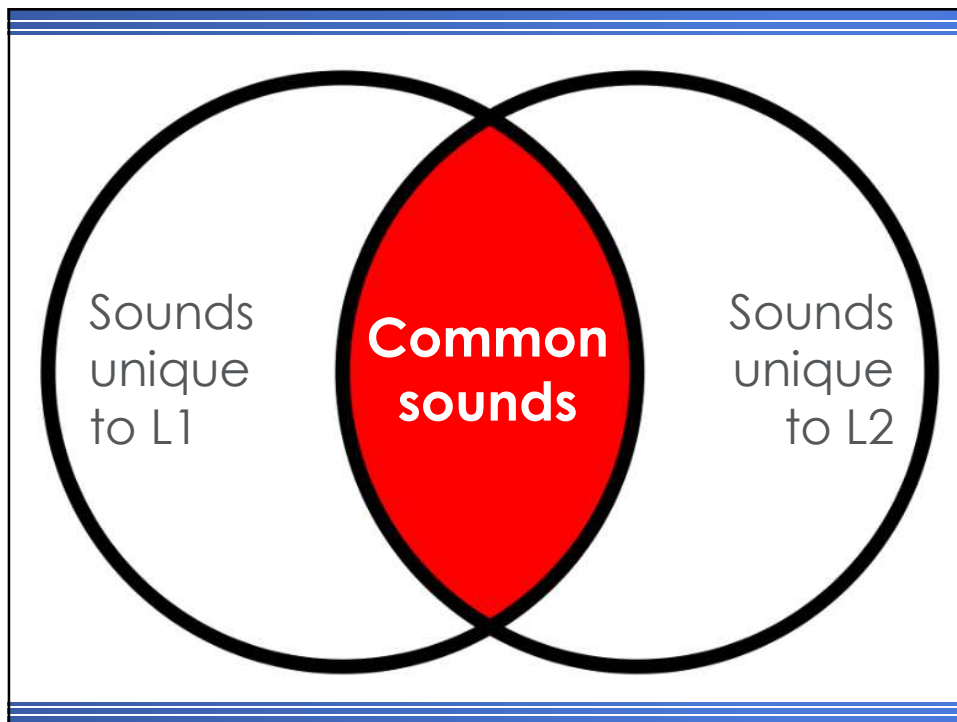
In the L2 acquisition process, children often use the closest sound/combination in their repertoire

- Voiceless [th] exists in English but not Vietnamese
- Consonant clusters do not exist in Vietnamese

think → tik




Transfer





Tones are phonemic	Words are mono-syllabic	Final consonants are only nasals and voiceless stops	No consonant clusters
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Vietnamese Phonotactics

		
Bà	Ba	Bá

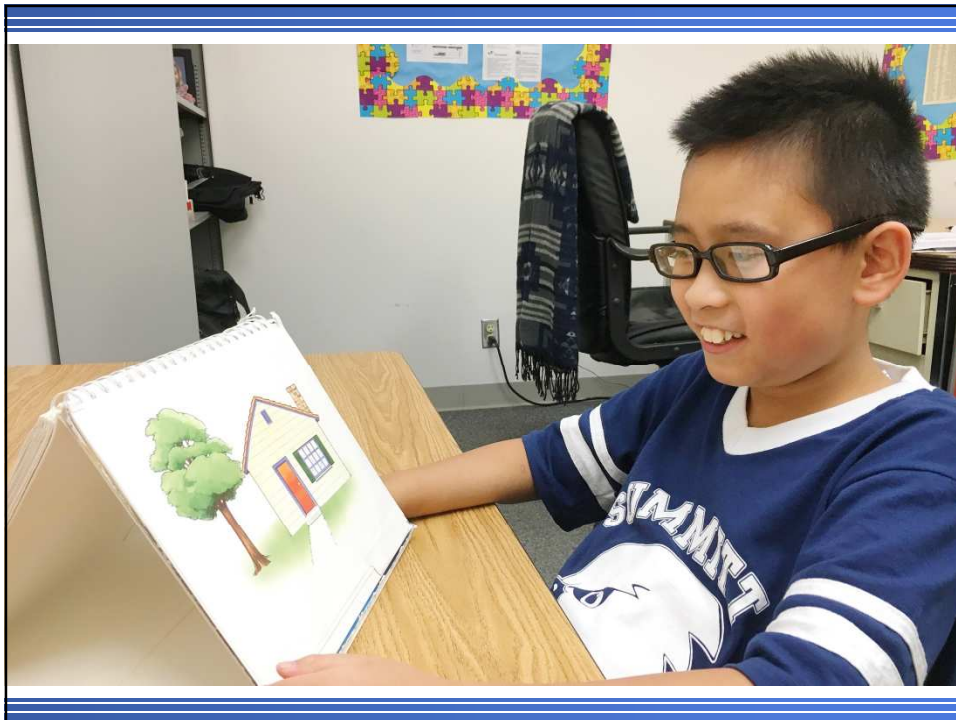
Vietnamese Consonant Difference Activity



BATH



BAT



Decide if the errors could be due to second language influence

/r/

/θ/

/ʃ/

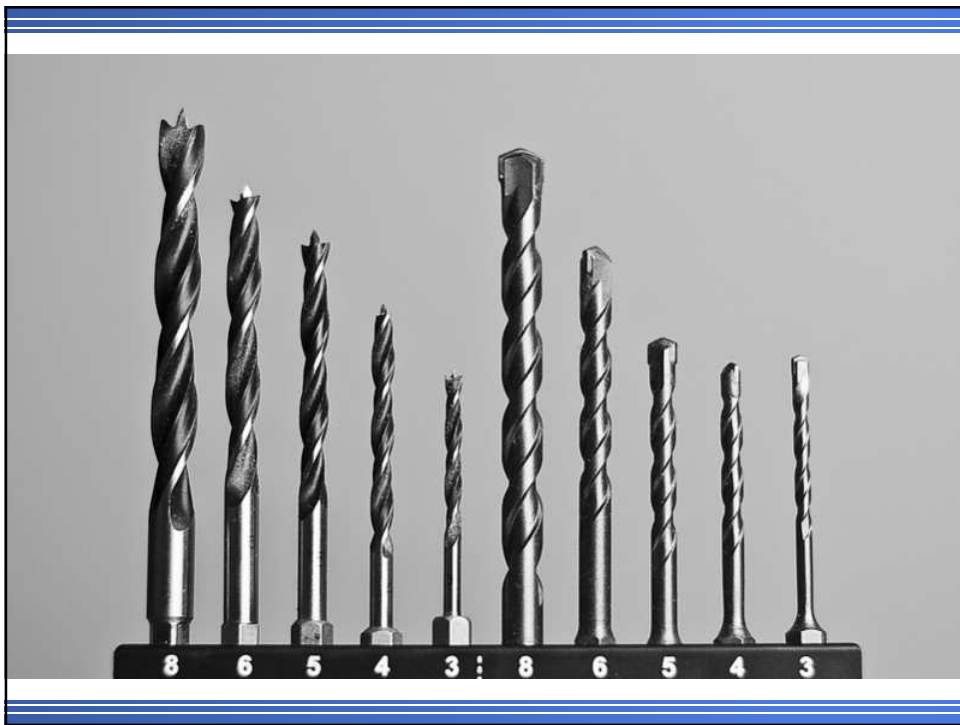


/dʒ/



Jessie will produce the pre-vocalic /r/ at the sentence level in 7/10 opportunities without a model across three consecutive sessions.





	English	Vietnamese
Adjective-noun order	Adjective-noun	Noun-adjective
Copula	Used with nouns and adjectives	Used with nouns, NOT adjectives
Plurality	Add -s to mark plurals, some irregulars	Marked by adding the concept of "more than one" before the noun
Verbs	Two forms of verb person, many tenses	One form of verb person, four tenses

Adjective-Noun Word Order



English

Blue dress

Vietnamese

áo đầm màu xanh /
 Dress color blue

Use of the Copula



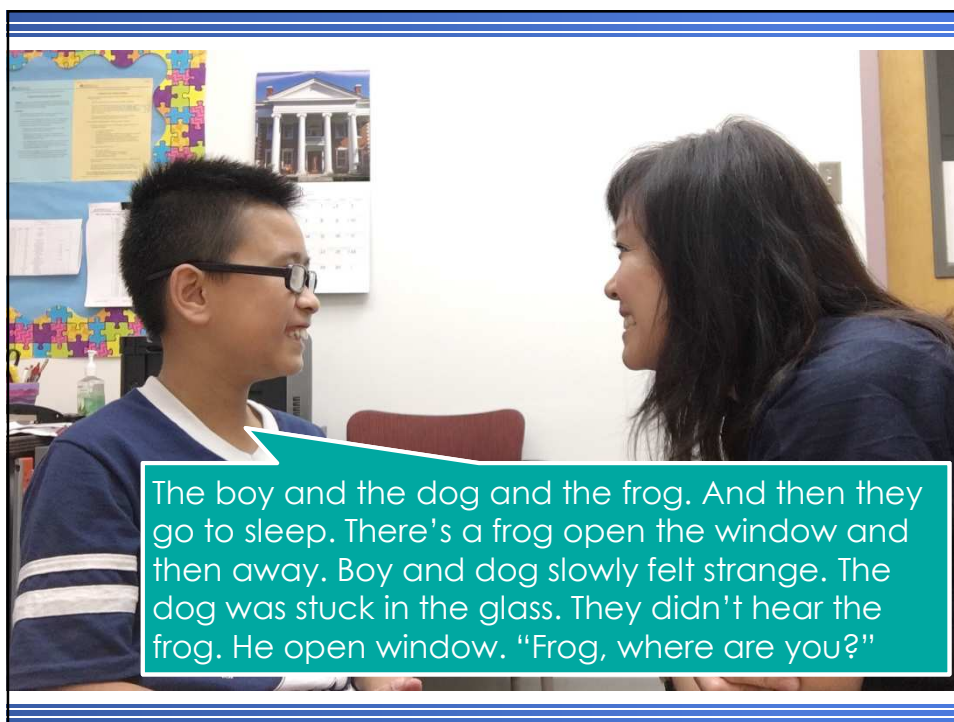
The boy ran
yesterday

Con trai chạy ngày hôm qua /
The boy run yesterday

Story Elements Common to Most Cultures

- Initiating event
- Attempt
- Consequence
- Resolution
- Setting



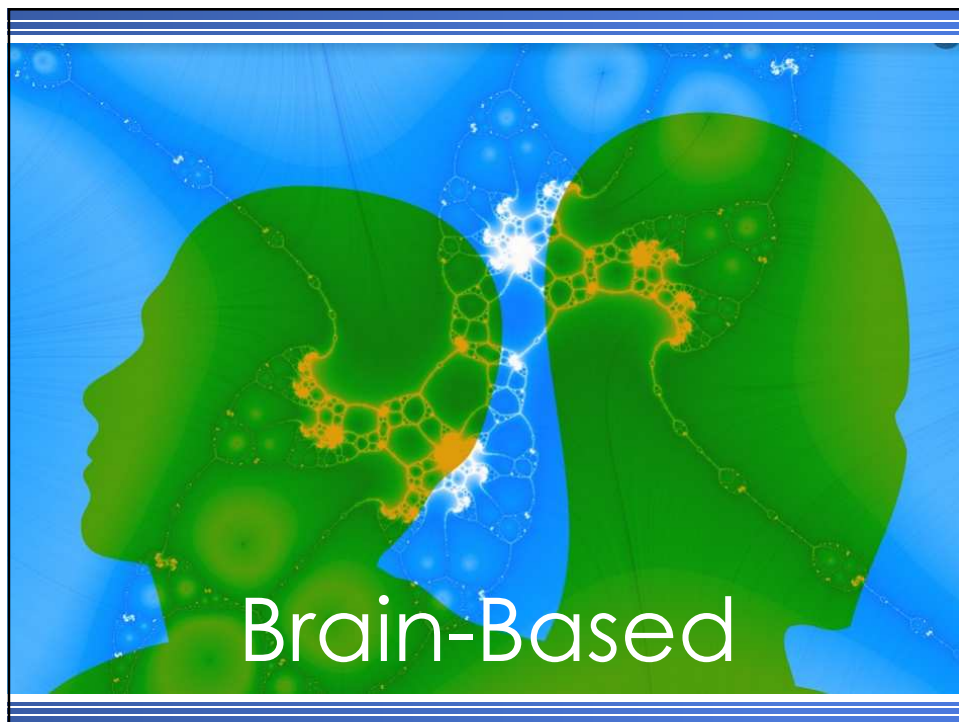


Jessie will include 4/5 major story grammar components when retelling an age-appropriate story using transitional words across three data-tracking sessions without the support of visuals.



Jessie will engage in reciprocal conversation for at least 5-6 conversational turns without visual supports and cuing when given wait time by commenting and/or asking questions across three data-tracking sessions.



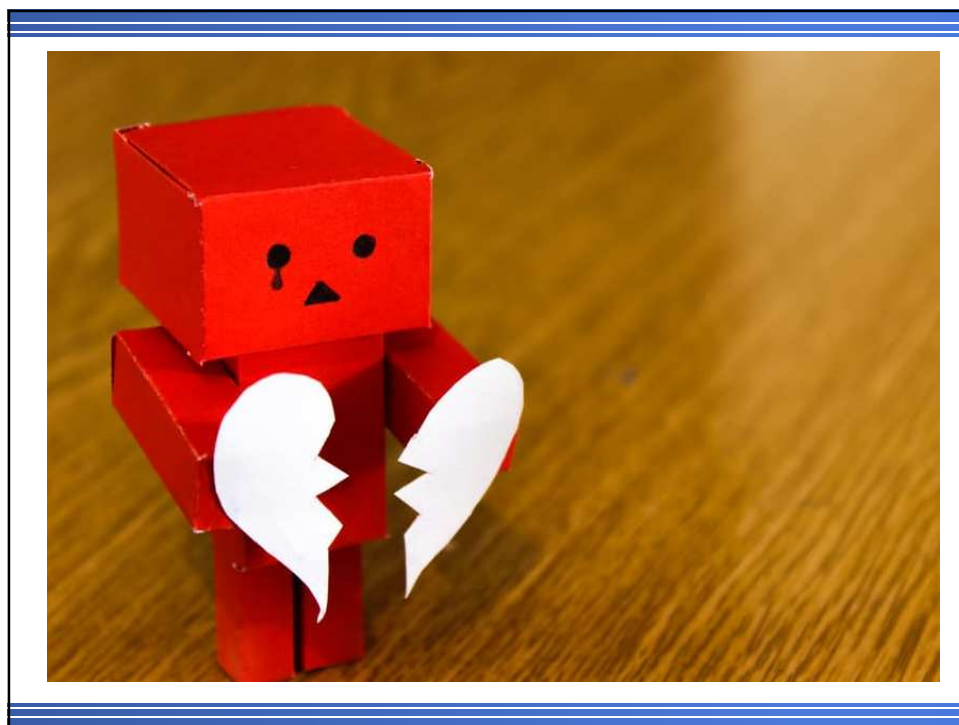
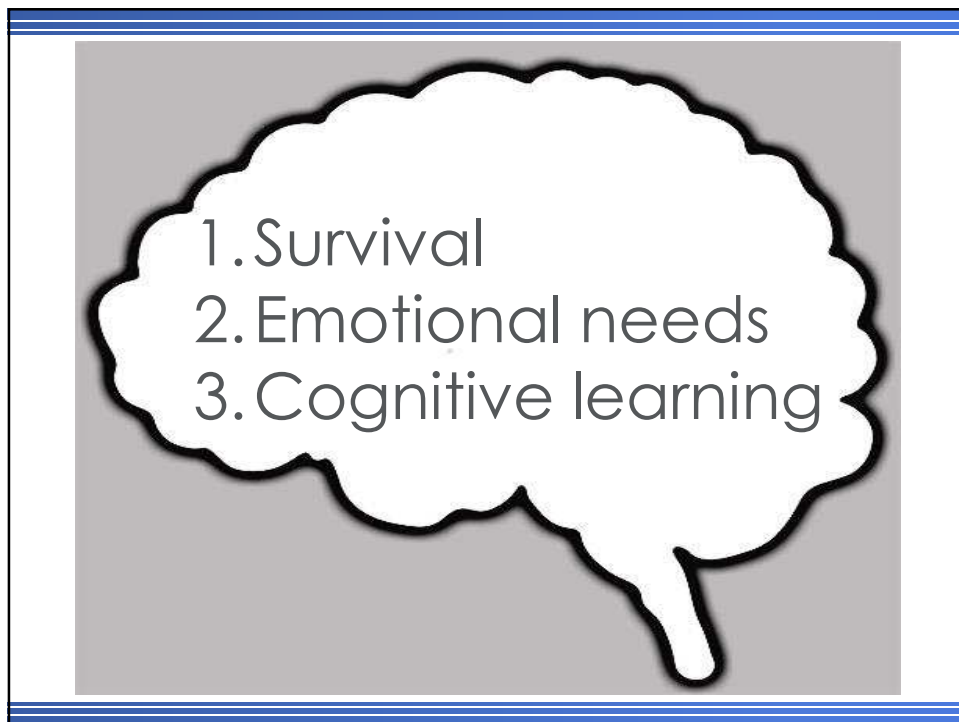


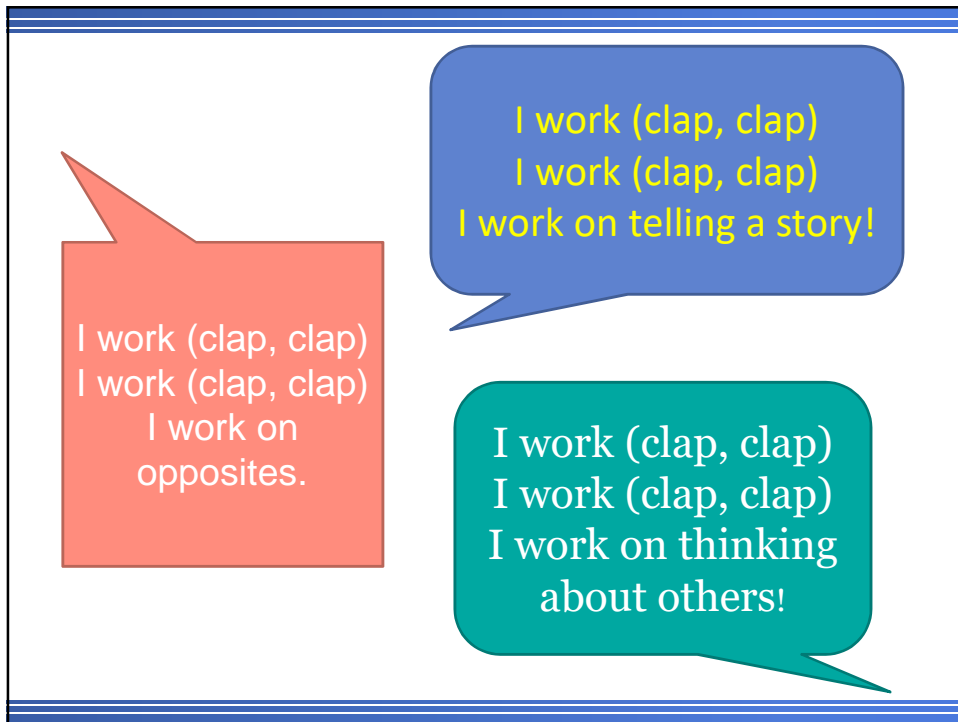
Utilizing natural
brain processes will
help us maximize
our efforts

ENGAGEMENT

**3x better with gestures
90% vs. 33%
after 3 weeks**







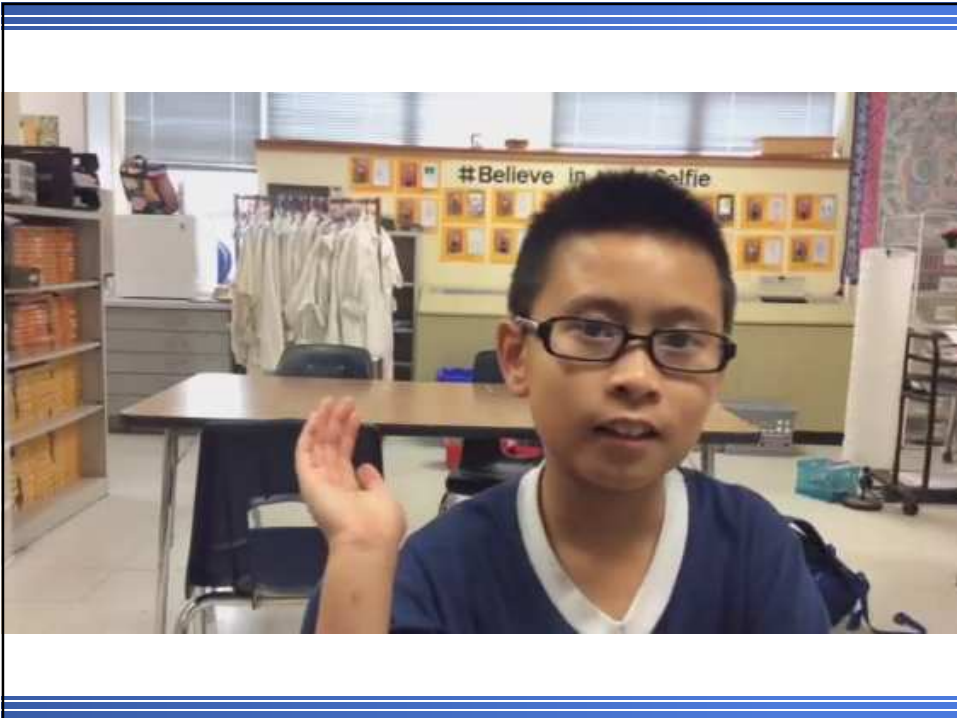
I work (clap, clap)
I work (clap, clap)
I work on opposites.

I work (clap, clap)
I work (clap, clap)
I work on telling a story!

I work (clap, clap)
I work (clap, clap)
I work on thinking about others!



Characters are the people in a story.
Setting is when and where.
Problem, hey what's wrong?
Solution, let's solve it!



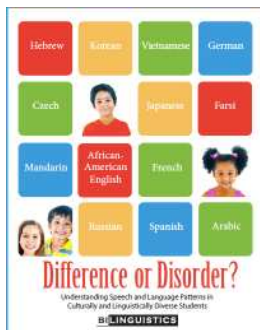
Find information on the second language

“Difference between _____
and English language”



WIKIPEDIA
The Free Encyclopedia

Other Resources



ASHA STRATEGIC OBJECTIVES

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

OBJECTIVE #8: Increase members' cultural competence

OUTCOME: ASHA members competently address cultural/linguistic influences on service delivery outcomes.

More information at www.asha.org/About/Strategic-Pathway/

