I Don’t Speak That Language: Assessing Diverse Populations

Alabama Early Intervention-Preschool Conference

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October 25, 2017

Difference or Disorder

Taking into account speech, language, and culture, we aim to provide educators with a solid framework and information about many languages to support their understanding of speech and language development in English Language Learners. We demonstrate the use of our framework in detail with Spanish and Vietnamese, and provide resources for use with many other languages.

Why do we need a framework? So we can use it with any pair of languages.

How do I determine which errors are due to second language influence and which ones are due to speech impairment?

There are three categories of errors:

1) Shared vs. unshared sounds.
2) Developmental information
3) Phonotactic constraints

Cross-linguistic Transfer

We expect to see positive transfer for the Common Sounds in the center of the Venn diagram, and negative transfer in the unique areas of the Venn diagram.

Identification of cross-linguistic errors:

Positive transfer
- occurs with sounds that are the same or very similar in both languages
Negative transfer
- occurs when there are differences in two languages.
The result of negative transfer is a cross-linguistic error.

Spanish

Spanish Speech Norms

Spanish Phonotactics
• S-clusters are not allowed in word initial position
• Clusters are not permitted in word final position
• Few words end in consonants
• Only [l, n, d, s, r] are allowed in word final position

Venn Contrast: Spanish & English Consonant Phonemes

Venn Contrast: Spanish & English Vowel Phonemes

* /u/ is produced as a bilabial in English and as a labiodental in Spanish.
### Vietnamese

**Vietnamese & English Consonant Phonemes**

- Vietnamese: /p/, /b/, /t/, /k/, /f/, /v/, /s/, /z/, /j/, /i/, /u/, /a/, /e/, /o/, /i/, /e/.
- English: /p/, /b/, /t/, /d/, /s/, /z/, /j/, /i/, /a/, /u/.

**Vietnamese & English Vowel Phonemes**

- Vietnamese: /a/, /e/, /o/, /u/, /i/.
- English: /a/, /e/, /o/, /i/.

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**Patterns of Native Language Influence:**

<table>
<thead>
<tr>
<th>Influence</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement of voiceless “th” (ð) with /θ/ or /s/ in all positions</td>
<td>thumb – tum</td>
</tr>
<tr>
<td>Replacement of voiced “th” (ð) with /ð/ or /z/ in all positions</td>
<td>mouth – mous</td>
</tr>
<tr>
<td>Replacement of /s/ with /s/ in all positions</td>
<td>they – dey</td>
</tr>
<tr>
<td>Replacement of /s/ with /s/ in all positions</td>
<td>very – bery</td>
</tr>
<tr>
<td>Distortion of /s/ in all positions, often resembling a trilled /s/ in initial position</td>
<td>/r/ can be distorted in a variety of ways</td>
</tr>
</tbody>
</table>

**In Vietnamese, final consonants are voiceless stops /ŋ/, /ŋ/, /p/ or nasals /m/, /n/, /ŋ/; whereas, in English, many more consonants are allowed in this position.**

**Omission or Substitution of final consonants**

- Omissions: wait – way
- Substitutions: eat – ee, pass – pa, bad – bat, tub – tuk

**Consonant clusters do not exist in Vietnamese. Vietnamese syllables are mostly consonant-vowel (CV). In English, there are a variety consonant clusters, such as /kat/ in “kitten” and /p/ in “meetings.”**

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**Applying the Process to Other Languages**
- Get data (Formal testing, Informal testing/speech-language sample)
- Learn about the native language and determine which errors are expected using information about shared and unique sounds and structures, phonotactic constraints, and developmental information.

The following resources help us find information on languages:

1. Google or Wikipedia. You can search “difference between __________ and English Language.”
2. Difference or Disorder (Bilinguistics, 2015)
3. The International Guide for Speech Acquisition (McLeod, 2007)

Analyze each error and place it into the category of:

1) Developmental error
2) Cross-linguistic error
3) Atypical error

Early Language Milestones

<table>
<thead>
<tr>
<th>Language Milestones</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>using gestures</td>
<td>9-12mo</td>
<td>9-12mo</td>
</tr>
<tr>
<td>following simple commands</td>
<td>12-15mo</td>
<td>12-15mo</td>
</tr>
<tr>
<td>symbolic play</td>
<td>18mo</td>
<td>18mo</td>
</tr>
<tr>
<td>episodic play</td>
<td>36mo</td>
<td>36mo</td>
</tr>
<tr>
<td>recognizes familiar objects when named</td>
<td>7-12mo</td>
<td>7-12mo</td>
</tr>
</tbody>
</table>
## Toddler Language Skills

<table>
<thead>
<tr>
<th>Language Milestones</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>combine 2 words</td>
<td>1-2yrs</td>
<td>1-2yrs</td>
</tr>
<tr>
<td>point to named items in book/picture</td>
<td>1-2yrs</td>
<td>1-2yrs</td>
</tr>
<tr>
<td>combine 2-3 words</td>
<td>2-3yr</td>
<td>2-3yr</td>
</tr>
<tr>
<td>follow 2-step directive</td>
<td>2-3yr</td>
<td>2-3 yr</td>
</tr>
<tr>
<td>present progressive verb form</td>
<td>2-3yr</td>
<td>2-3yr</td>
</tr>
<tr>
<td>plural use</td>
<td>2-3yr</td>
<td>2-3yr</td>
</tr>
</tbody>
</table>

## Preschool Language Skills

<table>
<thead>
<tr>
<th>Language Milestones</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>possessives</td>
<td>3-4yr</td>
<td>3-4yr</td>
</tr>
<tr>
<td>negatives</td>
<td>3-4 yr</td>
<td>3-4 yr</td>
</tr>
<tr>
<td>answer simple WH?s</td>
<td>3-4yr</td>
<td>3-4yr</td>
</tr>
<tr>
<td>combine 4+ words</td>
<td>3-4yr</td>
<td>3-4yr</td>
</tr>
<tr>
<td>tells story related to topic</td>
<td>4-5yr</td>
<td>4.5yr</td>
</tr>
<tr>
<td>use of adjective and descriptors in sentences</td>
<td>4-5yr</td>
<td>4.5yr</td>
</tr>
</tbody>
</table>

## School-Age Language Skills

<table>
<thead>
<tr>
<th>Language Milestones</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>tell and re-tell stories in a logical order using complete sentences</td>
<td>6-7yr</td>
<td>6-7yr</td>
</tr>
<tr>
<td>uses more complex sentence structures</td>
<td>7-8yr</td>
<td>7-8yr</td>
</tr>
<tr>
<td>when not understood can re-clarify and explain</td>
<td>7-8yr</td>
<td>7-8yr</td>
</tr>
</tbody>
</table>
Dynamic Assessment
Dynamic assessment provides an alternative approach to traditional procedures by focusing on learning potential, rather than acquired skills, possibly reducing test bias. It is an interactive and process-oriented procedure to measure language learning potential. Using test-teach-retest procedures, based on Vygotsky's Zone of Proximal Development (ZPD), dynamic assessment provides some form of intervention or “mediated learning” (Feuerstein).
Dynamic assessment has been shown to be “one of the few strategies available for differentiating those students who do not perform well because of unfamiliarity with the tasks from those who do not perform well because they have intrinsic cognitive or language learning disorders” (Westby, 2001). Teacher effort is an important part of dynamic assessment.

Why Dynamic Assessment?
Aids in determining difference vs. disorder
Gives opportunity for children not from mainstream culture to understand demands of task; reduces situational bias
Dynamic assessment provides an alternative approach to traditional procedures by focusing on learning potential, rather than acquired skills, possibly reducing test bias

Who Gets Dynamic Assessment?
Do all children get it?
Only English Language Learners?
Those from low socioeconomic environments?
**How do we do Dynamic Assessment?**

Mediated Learning Experience (MLE)

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intentionality</td>
<td>State the purpose of the teaching</td>
</tr>
<tr>
<td></td>
<td>We’re going to work on following directions that have 3 steps</td>
</tr>
<tr>
<td>Meaning</td>
<td>Tell why it’s important and relevant</td>
</tr>
<tr>
<td></td>
<td>When someone gives you directions, it’s important to do each step so that you finish the task</td>
</tr>
<tr>
<td>Transcendence</td>
<td>Develop awareness of the relevance of the skill to real life through critical thinking.</td>
</tr>
<tr>
<td></td>
<td>What if your teacher tells you to color, cut, and glue, but you only follow two of the directions? Then your project wouldn’t be finished.</td>
</tr>
<tr>
<td>Application</td>
<td>Here’s what I expect you to do. Let’s try it together.</td>
</tr>
<tr>
<td></td>
<td>Clarify expectations and give explicit instructions. Provide a model and allow opportunities for practice.</td>
</tr>
<tr>
<td></td>
<td>This time when I give you a direction that has 3 steps, I want you to do all 3 steps in the order that I say them. I’ll do it first and then it will be your turn.</td>
</tr>
<tr>
<td>Competence</td>
<td>What did you learn? Why is it important? When will you use this skill?</td>
</tr>
<tr>
<td></td>
<td>Check for understanding of the skill and its importance for the current context and future classroom activities.</td>
</tr>
<tr>
<td></td>
<td>Remember, it’s important to listen to all the steps in a direction and follow each one. Now you tell me what we practiced and why it’s important. Think about when you might need to follow directions correctly in the classroom. Then we’ll try it five more times.</td>
</tr>
</tbody>
</table>

Working with Interpreters
When working with interpreters, both culture and language come into play. Information can be misinterpreted as a result of cultural variation as easily as it can be misinterpreted due to language differences.

Goals
- Describe cultural considerations when working with students and families from other cultures.
- Understand procedures for working and collaborating with interpreters during family interactions, speech and language assessment (including terminology), and treatment.
- Provide interpreters with appropriate vocabulary and scripts in Spanish that are culturally sensitive to explain the ARD/IEP paperwork and processes to parents.

Selecting Personnel to Conduct the Evaluation and Intervention (Source: ASHA)
- Level 1: trained (in CLD issues) bilingual speech-language pathologist fluent in the native language
- Level 2: trained (in CLD issues) monolingual speech-language pathologist assisted by trained bilingual ancillary examiner.

What is an ancillary examiner? *An interpreter who is specifically trained to administer an assessment instrument. This would be done IN THE PRESENCE of the SLP—the SLP does all scoring and interpreting, but the examiner is able to manipulate the test, present items, mark correct/incorrect.*

- Level 3: trained (in CLD issues) monolingual speech-language pathologist assisted by trained interpreter

A monolingual SLP who is trained in CLD issues can work effectively with a trained interpreter to conduct the evaluation. HOWEVER, please note that the important issue in this hierarchy is the TRAINING! A monolingual SLP who is TRAINED in the issues will be able to make good decisions for CLD learners.

How to find an interpreter
- The Professional Community
  - Bilingual SLP fluent in child’s native language
  - Professional in education (e.g., teacher, paraprofessional)
  - Professor or student at local university
  - Nurses, healthcare professionals
  - Austin Area Translators & Interpreters Association [http://aatia.org/](http://aatia.org/)
  - Bilingualistics: English, Spanish, Vietnamese, Hebrew, Russian and Farsi
- Community Members
  - Cultural centers
  - Member of child’s church or community group
- The family
  - The family is the most accurate source for their language and dialect.
  - Extended members preferred
  - Ask for a member of the family that is not immediate to limit bias
- Online resources
  - [www.professionalinterpreters.com](http://www.professionalinterpreters.com)
  - [http://www.asha.org/proserv/](http://www.asha.org/proserv/)
How to Work with an Interpreter

• **BID** (Langdon 2002)
  • Briefing
  • Interaction
  • Debriefing

**Briefing**
The encounter with the family should **not** be the first time you speak with an interpreter.

• Ask that they interpret **consecutively** (not concurrently)
• Explain the format
• Explain your job and what you are looking for
• Basic Principles:
  ▫ Characteristics of speech and language disorders
  ▫ Information about 1st and 2nd language acquisition
  ▫ Guidelines for distinguishing between language differences and disorders
  ▫ Special education terminology
  ▫ Strategies related to working with families
  ▫ Cultural differences and their impact on assessment
  ▫ Use of assessment results in placement decisions
• Important considerations during assessment and therapy:
  ▫ Provide interpreter with background information about student
  ▫ Show interpreter how to use tests
  ▫ Allow the interpreter time to organize test materials, read instructions, and clarify areas of concern
  ▫ Ensure that interpreter does not protect student by hiding extent of limitations/disabilities
  ▫ Try to work with the same interpreter for multiple assignments to save time in training and to build a relationship.

**Interaction**

• Introduce yourself and the interpreter
• Describe your roles and clarify expectations
• Plan your time carefully (may need twice the time)
• Do not rush, speak slowly and clearly
• Pause frequently to allow interpretation
  ▫ Limit the number of sentences
  ▫ Take breaks
• Avoid use of jargon, idioms, and humor
• Pause frequently: check with interpreter to see if you are talking too fast/slow
• Talk to the family, not to the interpreter (i.e., use eye contact appropriately)
• Sit across from client and interpreter takes a mediating position
• Note: An inexperienced interpreter may talk more or less than you do.
• An interpreter should never translate emotions, body language works for that
• An interpreter should never answer questions on your behalf.
• An interpreter should never alter what you say.
• During assessment and therapy
  ▫ Follow directions and record responses verbatim, in addition to:
• Response delays (latencies)
• Use of gestures to replace words
• False starts, word repetitions
• Clarity of message
• Vocabulary use
• Sample sentences
• Language and articulation errors
• An estimate of overall intelligibility

• Important considerations:
  ▫ Allow interpreter to only carry out activities for which he/she was trained
  ▫ Involve others in training interpreter when appropriate
  ▫ Recognize limitations of interpreted tests!
  ▫ Specify in report that interpreter was used

Debriefing
• Ask the interpreter their impressions of the interaction and family/client after the interaction
• Use a “team approach” to assist interpreter in providing sufficient information to form clinical judgment
• Go over client’s errors as well as anticipated responses
• Discuss any difficulties that occurred during the interaction
• Documentation: Writing the Report
  ▫ Note that an interpreter was used
  ▫ Supplement testing with other data
    • Observations
    • Teacher/family input

Special Education Terminology

Scripts for ARD/IEP Meetings in Spanish and English
• Initial
• Annual
• Dismissal
CULTURAL, LINGUISTIC, AND EXPERIENTIAL BACKGROUND

- Comes from a non-English speaking home or geographic area
- Displays heightened stress in cross-cultural interactions
- Home and school experiences are incongruent
- Limited or sporadic school attendance
- Recent immigrant
- Few readiness skills
- High family mobility or migrant
- Other:

YES  NO

☐ ☐ CULTURAL AND/OR LIFESTYLE FACTORS are the primary influence in this student’s learning and behavioral patterns.

☐ ☒ This student’s sociological status indicates a LACK OF PREVIOUS EDUCATIONAL OPPORTUNITIES. If yes, explain:

Language History
French is the primary language spoken in the home. Student was born in France and received French instruction through age 13 years of age. Since January, he has been receiving English instruction with ESL support. He has had exposure to Brazilian Portuguese from birth to 3 years, but he was not a verbal communicator at the time. He is indirectly exposed to Brazilian Portuguese at home as his mother uses Portuguese with his little brother. Overall, Student’s primary language is French, with limited exposure to Portuguese and English.

A note regarding the bilingual assessment framework: The primary reason for referral was determine the presence and nature of an underlying disorder in communication abilities. When a child is exposed to two languages, this is investigated using a “difference vs. disorder” approach. Specifically, assessment data is obtained in both languages of exposure. Any noted errors or differences in communication skills are then analyzed and assigned to three main categories: 1) errors attributed to a child’s age (developmental errors); 2) errors attributed to the interaction between the two languages spoken (cross-linguistic influence); and 3) atypical errors.

(For Bilingual SLP)
In Student’s case, communication skills were assessed in French and English by a bilingual speech-language pathologist using formal and informal measures. His language skills were probed in English via conversation and a narrative language sample. Based on the findings of probes in English, formal English testing was not indicated for the purposes of assessing his underlying communication skills. Language skills were assessed in French and English using the CELF-4 English in non-standardized fashion. Where appropriate (i.e., when an equivalent structure existed in French), items were translated to French. In many cases, Student was given an opportunity to understand or respond in French and English on the same item in order to develop a total language view of his skills. Raw score results of the standardized language testing are below followed by an explanation. Standard scores cannot be reported due to Student’s language background and non-standardized administration procedures.
In Student’s case, communication skills were assessed in French and English. An English-speaking speech-language pathologist, with training in assessment for students from culturally and linguistically diverse backgrounds, conducted the English portion of the assessment using formal and information measures. A bilingual, native French, speech-language pathologist used formal and informal measures to conduct the French portion of the test. Language skills were assessed in English using the PLS-5 in a non-standardized fashion. Because the PLS-5 is not standardized on native French speakers, standard scores cannot be reported due to Student’s language background and non-standardized administration procedures. Raw scores results of the standardized language testing are below followed by an explanation. Language skills were assessed in French using the CELF-Preschool in a non-standardized fashion. Where appropriate (i.e., when an equivalent structure existed in French), items were translated to French. Again, standard scores cannot be reported due to Student’s language background and non-standardized administration procedures. Story retells were also obtained in both English and French.

(For Monolingual SLP with an Interpreter)
The Speech and Language assessment was completed in both English and Mandarin. An English-speaking speech-language pathologist, with training in assessment for children from culturally and linguistically diverse backgrounds, conducted the English portion of the assessment using informal measures. A native Mandarin-speaking interpreter, also a graduate student in communicative disorders, was used to assist with the assessment.

ARTICULATION/PHONOLOGY
Student’s speech skills were evaluated using formal and informal measures. Formal test results are followed by an explanation of performance.

**The Goldman Fristoe Test of Articulation 2 – English**

<table>
<thead>
<tr>
<th>Phoneme Errors</th>
<th>4+</th>
<th>5+</th>
<th>7.5+</th>
<th>8.5+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial</strong></td>
<td><strong>Medial</strong></td>
<td><strong>Final</strong></td>
<td><strong>Initial</strong></td>
<td><strong>Medial</strong></td>
</tr>
<tr>
<td>p</td>
<td>t</td>
<td>L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>d</td>
<td>r</td>
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<td>g</td>
<td>tʃ</td>
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<td>h</td>
<td>η</td>
<td>j</td>
<td></td>
<td></td>
</tr>
<tr>
<td>w</td>
<td>v</td>
<td>了多少</td>
<td>8.5+</td>
<td>0</td>
</tr>
<tr>
<td>f</td>
<td>dz</td>
<td>z</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j</td>
<td>er</td>
<td>8.5+</td>
<td>0</td>
<td>f</td>
</tr>
</tbody>
</table>

Student presented with articulation skills within normal limits in French with respect to sound inventory and ability to combine sounds for connected speech. Intelligibility was 100%. In English, he showed French-influenced articulation errors on the GFTA-2. French does not have: aspirated H, voiced TH, voiceless TH. He showed logical substitutions on these sounds ( omission, D, and F, respectively). This
was expected based on Student’s language background. Overall, articulation skills were within the average range.

Language

Laotian Example

Per parent report, English is primarily spoken in the home by parents and Student; however, some directives are spoken in Laotian. Student, per parent report, understands all directives (in English and Laotian) given in the home environment. Words understood in Laotian include: hurry (ລ້າ), time to eat, time for bath, come here (ມານີ້) and get water.

Mandarin Example

<table>
<thead>
<tr>
<th>Utterances Stated in English</th>
<th>Mandarin Influenced Syntactical Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby go to bed.</td>
<td>Articles are not used in Mandarin.</td>
</tr>
<tr>
<td>He fall down.</td>
<td>Verbs do not conjugate to show change in tense.</td>
</tr>
<tr>
<td>The bee fly away.</td>
<td>Verbs do not conjugate to show change in tense.</td>
</tr>
</tbody>
</table>

Vietnamese Example

LANGUAGE:
Hiep’s language skills were formally assessed in Vietnamese and English using the Preschool Language Scale -5 (PLS-5). Formal test data were supplemented using informal tasks, language sampling, and caregiver information. Test results are detailed below, followed by an explanation.

Formal Language Testing

Again, formal testing was conducted in English and Vietnamese, however, as Hiep’s language background (Vietnamese and English) is not represented in the normative sample, standardized scores are not valid and not reported here. Qualitative information from the administration of the testing is included below in a discussion of Hiep’s strengths and weaknesses.

SUMMARY OF FINDINGS

Receptive Language
Hiep demonstrated receptive language skills that are below average for a child his age. Testing items were presented in Vietnamese. Relative strengths in Hiep’s receptive language skills were noted in the areas of content and form. Hiep is able to demonstrate self-directed play, identify familiar objects, follow common demands with and without gestural cues, identify basic body parts, understand common verbs (e.g., ăn/eat, uống/drink, ngủ/sleep), identify things you wear (e.g., áo/shirt, giày/shoe, quần/pants), understand use of objects (e.g., uống nước/used to drink water, mặc trên chân/wear on foot, xem tivi/watch TV), understand spatial concepts (e.g., vịt trong hộp/duck in box, take ball out of box/ lấy bóng ra khỏi hộp). The examiner also acknowledges that certain probes were initiated in Vietnamese, and Hiep did not demonstrate understanding. For example, when asked to “đặt tất cả
blocks trong hộp/put all the blocks in the box,” Hiep did not demonstrate understanding. However, when the examiner made the statement in English, Hiep placed all of the blocks in the designated box. Per mother’s input, Hiep is receiving academic instruction at school in English.

Hiep’s skills for understanding the following concepts are emerging: making inferences (e.g., Tại sao giày ướt/Why are the shoes wet), following unfamiliar two-step directives and understanding analogies (e.g., ngồi trên ghế/ sit on a chair).

Interpretation: Based on his age of 4;1, Hiep demonstrates receptive language skills that are below the average range.

Expressive Language
Hiep demonstrated expressive language skills that are below average for his age. At this time, Hiep is able to identify common objects at his daycare and home. Words include:

- Alphabet
- Numbers
- Shapes
- Names of peers
- Animals
- Colors
- Pee-pee/poo-poo
- Verbs: ăn/eat, tắm/bathe

Hiep is also making few two word utterances: ăn cơm/eat rice, uống juice/drink juice, eat apple, đi tắm/go bathe. During the assessment, he was observed putting together adjectives and nouns: two red, two yellow, and kitten black.

In the area of word structure, Hiep demonstrated errors that were due to his native language influences. In English, Hiep demonstrates errors related to word order. For example, he stated “kitten black”. This error, in English, is a result of natural second language influences. In other words, as a native Vietnamese speaker, word structure errors in English are a result of Hiep’s exposure to his first language of Vietnamese. This is considered appropriate and demonstrates a language difference (not disorder). For example, in Vietnamese, adjectives follow the noun. For example, when referencing a “black cat,” one would say “mèo màu đen.” When translated literally, it states “cat color black” in English. As Hiep’s expressive language emerges, natural second language influences should be considered appropriate.

The following chart gives information regarding the structure of Vietnamese and its influences on English productions (Difference or Disorder, Bilinguistics, 2014):
<table>
<thead>
<tr>
<th>Feature</th>
<th>Vietnamese</th>
<th>English</th>
<th>Possible misuses in L2 (English)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Possessives</strong></td>
<td>Noun + (prepositional phrase containing pronoun)</td>
<td>'s</td>
<td>Shoe of him</td>
</tr>
<tr>
<td></td>
<td>Giày của nó</td>
<td>(Shoe of his)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nhà của mình</td>
<td>(House of us)</td>
<td></td>
</tr>
<tr>
<td><strong>Adjectives</strong></td>
<td>Adjective follows noun</td>
<td>Adjective precedes noun</td>
<td>The ball red is deflated/The red ball is deflated.</td>
</tr>
<tr>
<td></td>
<td>Quả bóng màu đỏ được xì hơi</td>
<td>(Ball color red X deflate)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Xe sạch trong nhà để xe</td>
<td>(Car clean in house of car)</td>
<td></td>
</tr>
<tr>
<td><strong>Plurality</strong></td>
<td>Quantifiers proceed the noun</td>
<td>Add an /s/ to the noun</td>
<td>Three bird in tree/Three birds in the tree</td>
</tr>
<tr>
<td></td>
<td>Có ba con chim trong cây.</td>
<td>(There three bird in tree)</td>
<td></td>
</tr>
<tr>
<td><strong>Verb Tense</strong></td>
<td>Verbs do not conjugate to show change in tense. Tense is not marked with</td>
<td>2 forms:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bounded morphemes such as –ing and –ed. Context and addition of words</td>
<td>I eat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>before or after the verb convey the tense.</td>
<td>You eat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The word “đang” is used to convey the present progressive verb tense.</td>
<td>He eats</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tôi đang ăn cơm.</td>
<td>We eat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(I am eating rice)</td>
<td>You all eat</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>They eat</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I am eat/I am eating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The word “đã” is used before a verb to convey past tense.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Chị đã ăn.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Sister already eat)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The word “rồi” is used after a verb to convey past tense.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Word “sẽ” is used before a verb to convey future tense.

Người đàn ông sẽ đọc cuốn sách.  
(Man will read book)

<table>
<thead>
<tr>
<th>Question formation</th>
<th>Questions words are interjected where the answer will be expected in a subject-verb-object sentence.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Word order inversion or addition of “do”</td>
</tr>
<tr>
<td></td>
<td>Who want eat?/Who wants to eat?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negation</th>
<th>“No” precedes the verb.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I no want play/I don’t want to play</td>
</tr>
</tbody>
</table>

When the copula is used, the negation phrase “không phải” is required.

Đó không phải là xe của tôi.  
(It is not my car)

The examiner acknowledges that, at this time, Hiep does demonstrate typical errors as a native Vietnamese speaker. However, overall, Hiep does demonstrate an expressive language disorder. His use of primarily one-word utterances is not typical for a 4-year-old. This is not considered to be developmentally appropriate for a child his age when compared to other Vietnamese children. In turn, Hiep demonstrates an expressive language disorder in the areas of content and form.

**Narrative Language**

Due to Hiep’s limited expressive language, narrative language skills were not assessed. At this time, when looking at a book, Hiep will primarily use one-word utterances to label the objects. As Hiep’s expressive language increases, narrative language should be monitored and potentially assessed.
**Social Communication/Pragmatic Language**

Hiep exhibited social communication skills within normal limits compared to age expectations. He used and understood nonverbal cues during communicative interaction without difficulty. He also demonstrated good joint attention during the assessment. For example, when the examiner looked at the toy trains, Hiep followed her gaze and looked at the toy trains, as well. Then, he looked back at the examiner to demonstrate mutual attention to the same object.

In summary, Hiep demonstrates with a receptive and expressive language deficits, primarily in the areas of content and form. Please review the recommended goals chart below.

**PHONOLOGY/ARTICULATION:**

Hiep exhibited a moderate articulation disorder. He demonstrated below average and atypical articulation skills. Articulation was assessed in English using the Goldman-Fristoe-2. The examiner also informally assessed Hiep's Vietnamese utterances. Hiep demonstrates final consonant deletion for the /k/ and /p/ sounds. For example, the word “cup” was produced “ku,” and the word “duck” was produced “du.” The examiner acknowledges that in Vietnamese, final consonants are voiceless stops (/t,k,p/). So, as a Vietnamese-speaking 4-year-old, Hiep should be able to produce words with the final /t,k,p/ sounds.

At this time, the examiner also acknowledges cross-linguistic influences of Vietnamese when Hiep is speaking English and sound errors that are appropriate for a child his age. For example, when saying “girl,” Hiep stated “gu”. In Vietnamese, the /l/ sound does not end in the final word position. In turn, Hiep’s production of the word “girl” is influenced by his native language of Vietnamese. Hiep also deleted the “nd” sound blend for the word “hand.” He stated “han.” Because sound blends do not exist in Vietnamese, this is considered a natural influences of his native language of Vietnamese. The following chart (Difference or Disorder, Bilinguistics, 2014) shows errors made in English that are influenced by Hiep’s native language of Vietnamese:

<table>
<thead>
<tr>
<th>Patterns of Native Language Influence:</th>
<th>Ashlea’s Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement of voiceless “th” (θ) with /t/</td>
<td>“bat” for “bath”</td>
</tr>
<tr>
<td>Replacement of voiced “th” (δ) with /d</td>
<td>“dis” for “this”</td>
</tr>
<tr>
<td></td>
<td>“fedu” for “feather”</td>
</tr>
<tr>
<td>Replacement of /v/ with /b/ in all positions</td>
<td>“bacuum” for “vacuum”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distortion of /r/ in all positions, often resembling a trilled /r/ in initial position</th>
<th>/r/ can be distorted in a variety of ways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission or substitution of final consonants</td>
<td>Omissions</td>
</tr>
<tr>
<td>In Vietnamese, final consonants are voiceless stops (/t/, /k/, /p/ or nasals (/m/, /n/, /ŋ/); whereas, in English, many more consonants are allowed in this position.</td>
<td>“wa” for “watch” (“ch” does not exist in final word position)</td>
</tr>
<tr>
<td></td>
<td>“ba” for “ball” (“l” does not exist in final word position)</td>
</tr>
<tr>
<td></td>
<td>Substitutions</td>
</tr>
<tr>
<td></td>
<td>“doc” for “dog”</td>
</tr>
</tbody>
</table>

| Omission or distortion of consonant clusters | “lie” for “slide” |
| Consonant clusters do not exist in | “tarz” for “stars” |
Vietnamese. Vietnamese syllables are mostly consonant-vowel (CV). In English, there are a variety consonant clusters, such as /kst/ in “mixed” and /ŋz/ in “meetings.”

In turn, even though there are natural influences of Vietnamese demonstrated in Hiep’s English productions, he continues to demonstrates error patterns related to final consonant deletions for voiceless stops (p,t,k). This error is referred to as a phonological process. Phonological processes are ways in which children simplify words as they develop a mature speech production system. The presence of certain processes is expected as part of typical development; however, their use is expected at certain frequencies for certain ages. The examiner acknowledges that developmental normative data does not currently exists for Vietnamese children related to phonological processes; however, based on the examiner’s professional judgement, this phonological process should have already been suppressed by the age of 3, and Hiep is 4 years of age.

**Intelligibility**
Intelligibility refers to how well a person is understood. Developmental norms indicate that familiar listeners should be able to understand 18-month-old children at least 25% of the time, 2-year-old children at least 50-75% of the time, and 3-year-old children at least 75% of the time. Unfamiliar listeners should be able to understand 18-month-old children at least 25% of the time, 2-year-old children at least 50% of the time, and 3-year-old children at least 75% of the time. By the time a child is 4 years of age, both familiar and unfamiliar listeners should be able to fully understand them.

Intelligibility within/without context to an unfamiliar listener: 10%
Intelligibility within/without context to a familiar listener: 65%

Interpretation: below normal limits.

**ORAL MOTOR:**
The structure and function of the face, lips, tongue, dentition, and palates were unremarkable for any readily observable deficit. No drooling or pooling of saliva in the oral cavity was noted.

**VOICE:** Within functional limits.

**FLUENCY:** Within normal limits. No signs or symptoms of stuttering-like behavior.

**IMPRESSIONS:**
Hiep is a bilingual, 4-year and 1-month-old who was seen for a speech-language evaluation. Upon assessment, Hiep exhibited a moderate receptive language disorder and a severe expressive language disorder. Articulation skills were also below average for final consonant deletion. Overall, Hiep’s communication impairment currently limits his ability to fully and functionally participate in daily activities at home and in the community. There was no clear etiology for the current communication impairment. Hiep currently meets eligibility criteria for outpatient speech-language therapy.
<table>
<thead>
<tr>
<th>Effective Speech &amp; Language Strategies for English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Think-Pair-Share</strong></td>
</tr>
<tr>
<td><strong>Jazz Chant</strong></td>
</tr>
<tr>
<td><strong>Background Knowledge</strong></td>
</tr>
<tr>
<td><strong>Brain-Based</strong></td>
</tr>
<tr>
<td><strong>Hands-On</strong></td>
</tr>
</tbody>
</table>
| **Literacy-Based Interventions** | Before Reading  
Preview Vocabulary  
Activate Background Knowledge  
Make Predictions  

During Reading  
Visualize  
Make Connections  

After Reading  
Review story elements  
Go back to vocabulary and discuss  
| **Graphic Organizers** | Diagrams or maps that show the relationship between existing and new concepts. This helps with integrating familiar ideas and new ideas |
References