

Illinois State University

ISU ReD: Research and eData

Graduate Independent Studies - Communication
Sciences and Disorders

Communication Sciences and Disorders

Spring 5-4-2021

Working with Bilingual Children: Speech Language Pathology

Paola Prado
pprado@ilstu.edu

Follow this and additional works at: <https://ir.library.illinoisstate.edu/giscsd>



Part of the [Speech Pathology and Audiology Commons](#)

Recommended Citation

Prado, Paola, "Working with Bilingual Children: Speech Language Pathology" (2021). *Graduate Independent Studies - Communication Sciences and Disorders*. 29.
<https://ir.library.illinoisstate.edu/giscsd/29>

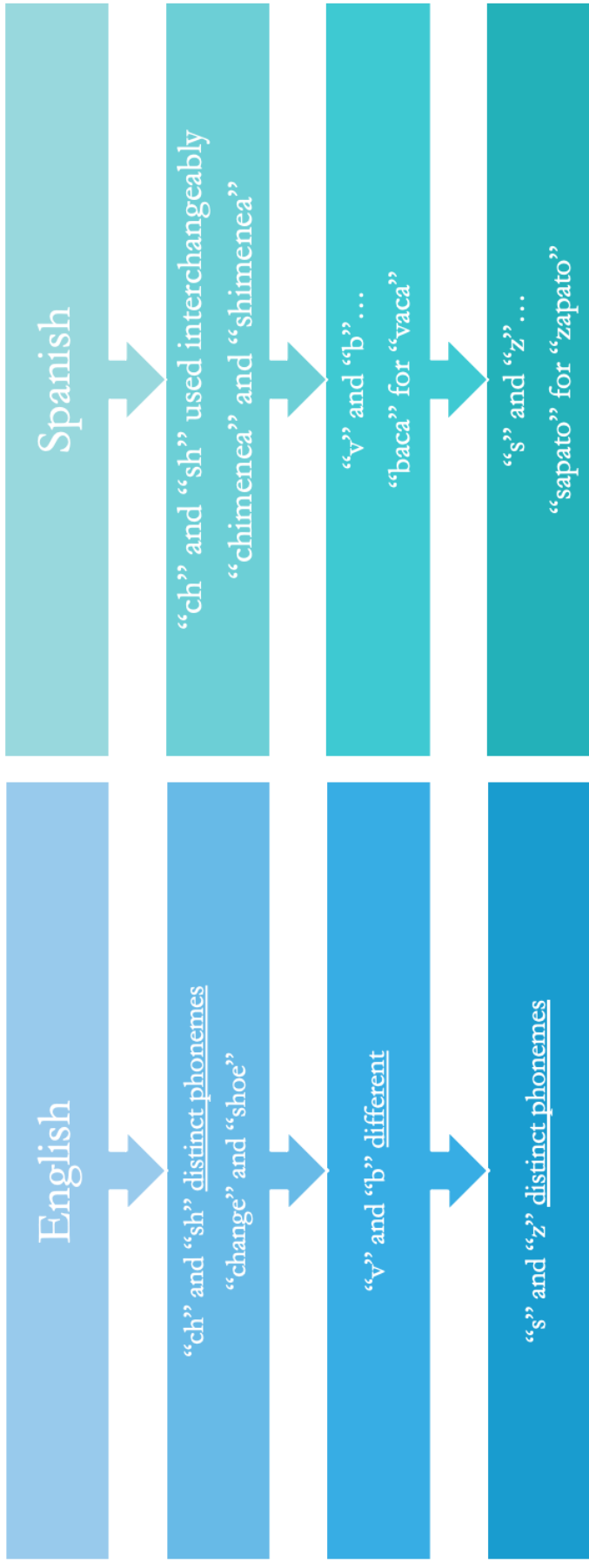
This Article is brought to you for free and open access by the Communication Sciences and Disorders at ISU ReD: Research and eData. It has been accepted for inclusion in Graduate Independent Studies - Communication Sciences and Disorders by an authorized administrator of ISU ReD: Research and eData. For more information, please contact ISUREd@ilstu.edu.

WORKING
WITH
BILINGUAL
CHILDREN

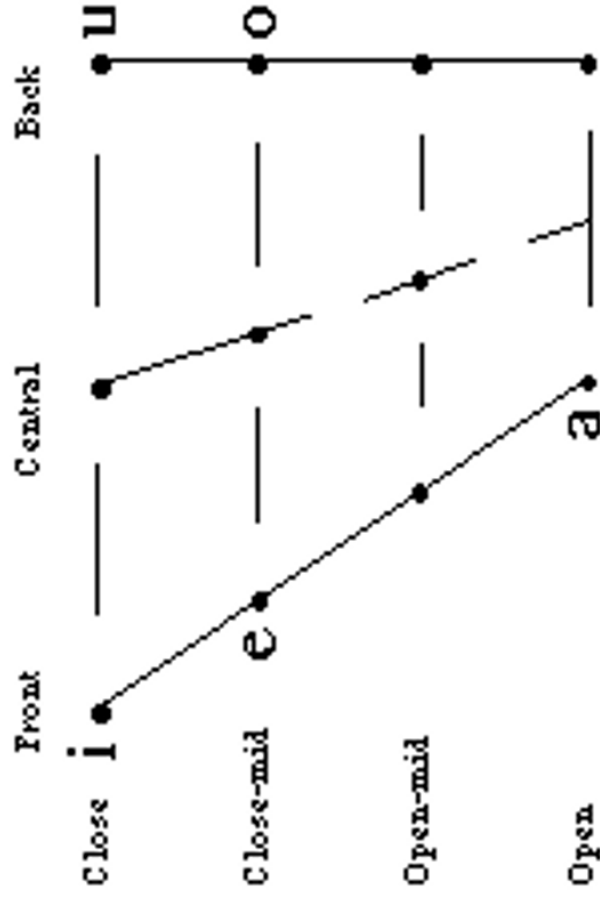
H A N D O U T

Prado, Paola

Common Articulation Variations: English vs Spanish

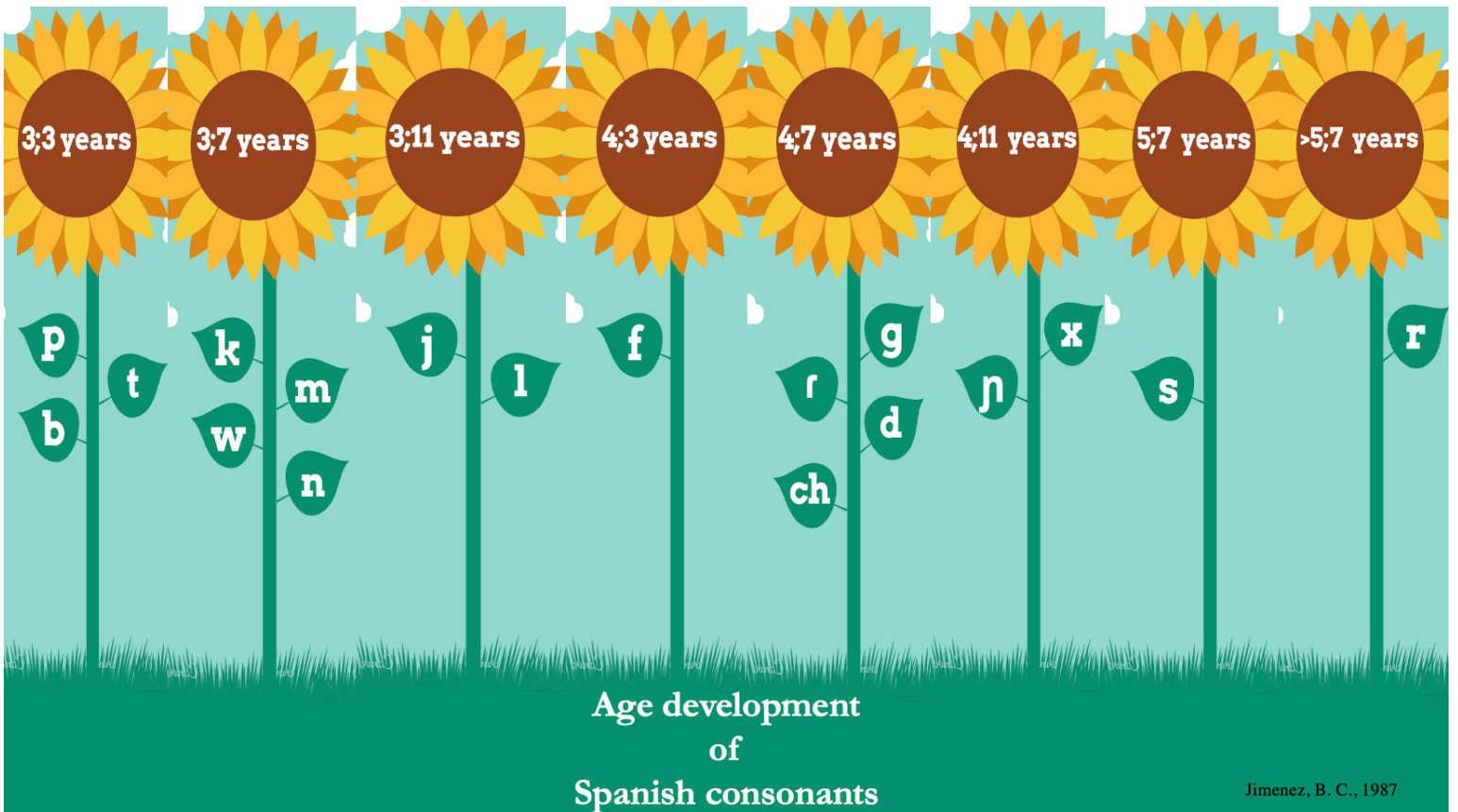


VOWELS



Where symbols appear in pairs, the one to the right represents a rounded vowel.

Spanish vowels

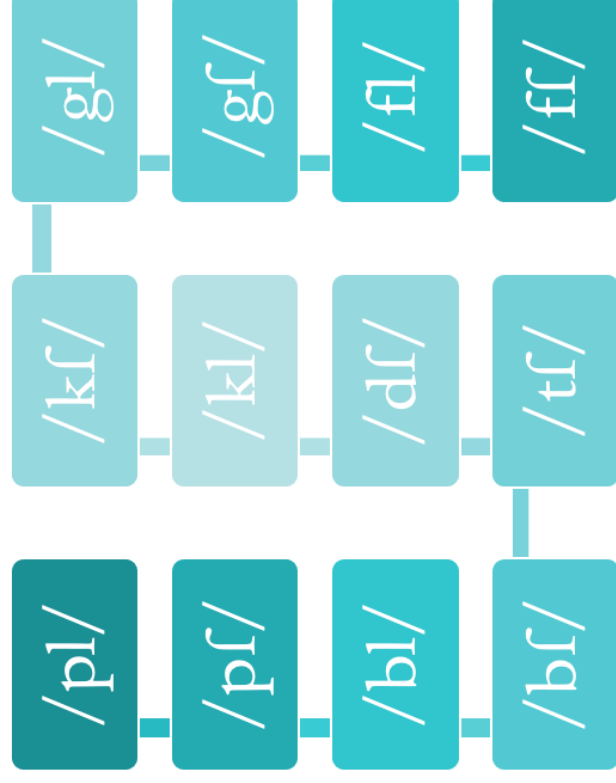


Spanish Consonant Chart

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d			k g ^(voiced)			
Nasal	m			n		ɲ				
Trill				r						
Tap				ɾ						
Fricative	β f		θ ð ^(voiced)	s			x ʝ ^(voiced)			
Affricate					ʃ					
Lateral Fricative										
Glides (Approximant)	w					j				
Liquid (Lateral approximant)				l		ʎ				

Goldstein, B., 2000

Consonant clusters in Spanish



Phonology Characteristics of Spanish	Example	Rationale
Consonant devoicing	“sipper” for “zipper”	<ul style="list-style-type: none"> Spanish does not have /z/ and “j”. Therefore, the voiceless consonants /z/ and “j” are substituted with /s/ and /ch/in English.
Affrication	“jes” for “yes”	<ul style="list-style-type: none"> Affricate phonemes (ch and j) can be substituted with other consonant sounds like “sh” and “y”
Stopping	“bery” for “very”	<ul style="list-style-type: none"> English has some stop consonants that the Spanish language doesn’t, /b/ for /v/, /t/ for voiceless /th/, and /d/ for voiced /th/.
Nasal velarization	“mang” for man	<ul style="list-style-type: none"> /n/ consonant is commonly substituted by the “ng” phoneme.
Addition	“eschool” for school	<ul style="list-style-type: none"> /s/ blends are not produced in initials position in Spanish words. Typically seen in medial position preceding a vowel i.e., “triste” (English: sad).

PHONOLOGY

- Assessment of phonological process- Spanish
- Spanish phonology test plus nonlinear scan analysis form for Spanish (AFANOL)
- Bilingual articulation phonology assessment: English/Spanish (BAPA)
- Bilingual English-Spanish assessment (BESA)
- Comprehensive assessment of Spanish articulation-phonology (CAS-P)
- Hodson-Prezas Assessment of Spanish Phonological Patterns

Spanish

ASSESSMENTS

Paola Prado

LANGUAGE

- Spanish Language assessment procedures (SLAP)
- Preschool Language scales, fifth edition, Spanish edition (PLS-5)

ARTICULATION

- Austin Spanish Articulation test
- Contextual probes of articulation competence: Spanish (CPACS)
- Southwest Spanish articulation Test
- Spanish articulation measures (SAM)
- Spanish Preschool articulation test (SPAT)

References

- Bedore, L. (1999). The acquisition of Spanish. In O. Taylor & L. Leonard (Ed.), *Language acquisition across North America: Cross-cultural and crosslinguistic perspectives* (pp. 157–207). San Diego, CA: Singular.
- Cultural competence: Overview. (n.d.). Retrieved from <https://www.asha.org/practice-portal/professional-issues/cultural-competence/>
- Dynamic assessment: How does it work in the real world of preschool evaluations? (n.d.). Retrieved from <https://leader.pubs.asha.org/doi/10.1044/dynamic-assessment-how-does-it-work-in-the-real-world-of-preschool-evaluations/full/>
- Fabiano, L., & Goldstein, B. (2005). Phonological cross-linguistic effects in bilingual spanish – english speaking children. *Journal of Multilingual Communication Disorders*, 3(1), 56-63. doi:10.1080/14769670400027316
- Goldstein, B. (2000). *Cultural and linguistic diversity resource guide for speech-language pathologists*. San Diego, CA: Singular.
- How to do speech therapy for bilingual children when you don't speak their language. (2019, May 20). Retrieved from <https://www.speechandlanguagekids.com/speech-therapy-bilingual-children-dont-speak-language/>
- Jimenez, B. C. (1987). Acquisition of Spanish consonants in children aged 3-5 years, 7 months. *Language, Speech, and Hearing Services in Schools*, 18, 357– 363.
- Spanish pronunciation: The ultimate guide. (2021, January 28). Retrieved from <https://www.mimicmethod.com/spanish-pronunciation-ultimate-guide/>
- Speech acquisition. (2020, August 3). Retrieved from <https://www.csu.edu.au/research/multilingual-speech/speech-acquisition>