REFERENCES AND RESOURCES see also PDF (part 1 and 2) files

Assessment and Remediation and Non-native Speakers:


Burton, V.J., & Wendt, B. (2002). Pre-referral procedures: Meeting unique needs of English Language Learners. Newsletter of the ASHA Special Interest Division 14: Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations, 8(1), 4-6.


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**Academic and Clinical Challenges for SLPs: Non-native speakers**


**Working with Families and Paraprofessionals**


Bilingual populations – Language Specific


Websites of interest:

ASHA Website on Multicultural Affairs and Resources: http://www.asha.org/about/leadership-projects/multicultural/

A bilingual website for Chinese speaking families and speech pathologist: http://home.comcast.net/~bilingualslp/

Pui Fong Kan’s website with resources on the Hmong language: http://www.tc.umn.edu/~kanx0004
a link to cultural tips for foreign students studying or working in the U.S. Includes links to financial aid and support organizations
http://www.edupass.org/culture/

National Aphasia Association: www.aphasia.org

Family Caregiver Alliance: www.caregiver.org

In addition ASHA has compiled a CD called "Got it? Cultural Competence" with ASHA Policy, Federal Legislation, Grant Delivery, and Service Delivery Resources. Distributed at the ASHA Convention 2007. Further information: www.asha.org search: multicultural

Powerpoint and presentation notes (see also PDF files)

Tips for improving instruction of students who are NNSE

Yael Neumann, Ph.D., CCC-SLP, is an Assistant Professor at Queens College, City University of New York in the Department of Linguistics and Communication Disorders. Her clinical and research interests lie in the areas of neurogenic speech/language disorders, in the area of brain processing and lexical access.


The Lecture:
- Speak clearly and write legibly
- Provide written outline/handout
- Present an overview before the details
- Write new terms/important concepts on the board
- Explain abstract concepts gradually and give examples
- Occasionally “sum up” the lecture
- Observe students’ faces to see if they are following
- Encourage students who are NNSE to participate in small-group and class discussions
- Paraphrase a question before answering it
- Give enough time for students who are NNSE to answer questions and participate in class discussions
- Use visual aids, e.g. Powerpoints, overheads
- Use videos to supplement lecture topics
• Allow students to tape-record lectures
• Select a readable text and only assign applicable pages
• Avoid overuse of slang, idioms and jokes
• Remain focused as to what is truly crucial for students to know

Written Assignments:
• Provide written instructions for all important assignments
• Help students with drafts of reports
• Focus on content, not spelling and grammar
• Have available examples of well-written papers

Testing:
• Include a variety of question types
  – short answer, problem solving, multiple choice, essay, fill in the blank, etc.
• Grade on the basis of content
• Don’t penalize for spelling and grammar errors
• Allow students who are NNSE to use bilingual dictionaries
• If needed, give students who are NNSE extra time during exams
• Make available copies of exams from prior semesters for students to use as a study guide

Interaction with Students:
• Be available during office hours
• Create a supportive classroom atmosphere
• Always remember that students who are NNSE are learning the new subject matter via a new language
• Be patient in listening to your students who are NNSE; remember they need more time to structure their utterances
• Treat all students fairly
• Remember that proficiency in English doesn’t reflect intelligence, aptitude, or interest in the discipline

Additional Support:
• Help students organize small study groups
• Find out what resource centers, e.g. tutoring, writing center, are on campus to help students who are NNSE
• Refer students to tutoring and other support services, if needed

Related readings:

Teaching as a non-native English-speaking professor of both native and non-native English-speaking students

Hia Datta, CUNY Graduate Center

Hia Datta is doctoral candidate in the department of Speech-Language-Hearing Sciences at the CUNY Graduate Center. She is also a certified SLP and Audiologist in India. Her general research interests include neurolinguistics, bilingualism across life span and bilingual development

Common strategies

• Enjoy the difference in cultures
• Ask questions
• Generate examples
• Be personal
• Put yourself in the other person’s shoes!

(Rubin, 1998)

Effective faculty in SLP/A?

• Are doctoral students interested in teaching as a career?
  • Targeted seminars/workshops/departmental/school support programs for non-native speakers
  • Use strategies/resources available in the communication sciences!
  • Get active & regular feedback: from students/peers/faculty mentors

• Do universities want these students to be successful faculty?
  • Develop support systems for non-native graduate students who teach/ or will teach

• Practice what we preach 😊
Celebrate multilingualism/multiculturism
Diagnose the cause – look for solutions
Use effective communication strategies
Research for help – be proactive

RESOURCES:

http://www.ita-is.org/seattle07/2022CR.pdf
http://www.hdhearing.com/Learning/Part3.htm#tipsteachers
http://www.adm.uwaterloo.ca/infotrac/tips/effectivecommunication.pdf


Working in a non-native language
Raija Kuckuk and Inge Anema,

Raija Kuckuk, a Ph.D. student from the University of Freiburg, is completing her dissertation work in Alzheimer’s Disease and non-pharmacological treatments. She is a certified SLP in Germany and since moving to the US in May 2006 has been working in Dr. Obler’s Neurolinguistics Lab at CUNY Graduate Center

Inge Anema is an ASHA certified speech-language pathologist, and a trilingual speech-language therapist (English, Dutch, and German). She has worked with both children and adults in the Netherlands, Germany and the US. She is currently a doctoral candidate in Speech-Language-Hearing Sciences at the CUNY Graduate Center and teaches at SUNY New Paltz.

Bilingualism and Multilingualism
- Proportion of linguistically diverse populations is increasing in the U.S. (U.S. Bureau of the Census, 2003)
- SLPs will assess and provide therapy to more bilingual and multilingual clients
- A sub-group of SLPs are bilingual/multilingual
- How much chance is there to work with client in same L2 (non-English) except in Spanish?

Challenges of bilingual speech-language pathology
- Ability to differentiate between true language disorders and language differences
- Awareness of cultural background and its influence on communication (pragmatic differences in the languages)
- Sensibility to L1 specific features causing difficulties in / interference with L2
• Challenge to communicate in another language than your native language with someone who has a speech and language disorder

Bilingual SLPs
Study of Papoutsis Kritikos, 2003
SLP survey, N=811
365 monolingual respondents
185 respondents learned another language than English in school/academic context (AC group)
80% reported learning another language than English after the age of 12 (late learners)
35% proficient in listening in language other than English
28% proficient in speaking
34% proficient in reading
24% proficient in writing
261 respondents learned another language than English in the context of cultural experience, in family or abroad (CE group)
87% reported learning another language than English before the age of 12 (early learners)
84% proficient in listening in language other than English
72% proficient in speaking
69% proficient in reading
58% proficient in writing

Characteristics of CE SLPs
SLPs that have learned a language other than English in the context of cultural experience before the age of 12
- have a higher percentage of bilingual clients in their case loads
- feel they are more effective assessing and treating bilingual clients (even when they speak another L2 compared to SLP) compared to AC SLPs or monolingual SLPs
- do not feel that SLPs in general are very effective in bilingual assessment and therapy for bilingual clients (lack of norms and standardized tools in languages other than English was the problem most frequently reported)
A small percentage of CE SLPs learned English as L2, having moved to US after they learned their L1

Working as SLP in a language other than your native language
• Bicultural experiences seem to give CE SLPs an edge working with bilingual clients compared to AC SLPs and monolingual SLPs.
• Is this same bicultural experience a disadvantage for working with native-English speaking clients?
Let’s look at:
- being trained in the US as a bilingual
- working in the US as a bilingual

Training to be an SLP in the US as a non-native speaker
• Training is focused on English, e.g. developmental stages of native-English speaking children, changes in speech of English agrammatic speakers
• SLP training does provide extensive linguistic training and no cross-linguistic training; no L1 base, e.g. what is involved in the developmental stages of a Dutch or German child?
• The non-native SLP may miss speech/language errors because does not have a native understanding of English
A non-native SLP in the US
1. Age of acquisition (L2) applies strongly to phonology (Snow & Hoefnagel-Höhle, 1979)
   A language may contain certain sounds, but contrast may not be phonemic
2. L1 aspects may transfer to L2, e.g. suprasegmentals (Guion et al., 2004), e.g. lexical stress patterns
3. Decreased familiarity with L2 childhood vocabulary, e.g. toys, games, nursery rhymes
4. Depending on age of learning L2, unfamiliarity with education system or popular, cultural terms, e.g. sport teams, rites of passage

Clinical situation for a non-native clinician
1. working with a native-English speaking child: The clinician cannot consistently and reliably produce certain speech sounds and phonemic contrasts
2. working with a native-English speaking adult: Naming activity; picture of 'coral', client is unable to name it, clinician may provide wrong word
3. working with native-English speaking child: Working on rhyming, phonemic awareness, clinician is unable to use words and rhymes natural to the child, the clinician may sound formal, stiff
4. working with a native-English speaking adolescent: Establishing rapport with teenager may be more difficult, not relating to terms such as 'sophomore', 'homecoming', and 'marching band'

Suggestions
• Read children books, learn nursery rhymes
• Familiarize yourself with the culture of the language used in therapy, expand cultural vocabulary (watch sport games, visit friends who have teenagers)
• Study "normal" linguistic aspects of English
• Observe and co-treat with native-English speaking SLPs
• Use your knowledge of second language acquisition and the effects of cultural differences on language use

References

Clinical challenges for non-native speech language pathologists treating clients who share their minority languages
(Yan Helen Yu and Puisan Wong)
Puisan Wong is an ASHA certified speech-language pathologist, and a certified trilingual speech-language therapist (English, Cantonese and Mandarin) in New York State. She has worked with monolingual and bilingual children with speech-language difficulties and is currently a doctoral candidate in the Speech-Language-Hearing Sciences Department at the CUNY Graduate Center.

Yan Helen Yu is a Ph.D. student in the Speech-Language-Hearing Sciences Department at the CUNY Graduate Center, an ASHA certified Speech-Language Pathologist, and a New York State certified bilingual (English and Mandarin) SLP. She has been providing monolingual English and bilingual Chinese/English speech-language therapy for preschool children since March 2002.

Clinical challenges for non-native speech language pathologists treating clients who share their minority languages
(Yan Helen Yu and Puisan Wong)

Issues in evaluation

1.1 What test(s) to use?

Do we have standardized tests for minority language speakers in this country? (Mostly no, though we have some for Spanish speakers)

1.2 How to deal with lack of normed test batteries?

Example: a 5-year-old child from a Mandarin-speaking household

- Do we have any standardized speech-language test in Mandarin for this child’s language and cultural background? NO!
- Adapting available standardized tests in the target language, such as Mandarin tests from Taiwan, Hong Kong, and mainland China. (as I know there are tests in China)
- Adapting the available standardized test for monolingual English speakers (e.g., PLS-4)

1.3 An example: Testing a 5-year-old from a Mandarin-speaking household using PLS-4

Examples of hard to test items if translated in Mandarin:

RECEPTIVE LANGUAGE
- Item34: understand “his” & “hers”
- Item36: identifies colors
- Item39: understanding picture analogies “You eat your food with a fork. You cut your
food with a ...(knife)"

- Item 45: understands –er ending as one who… (“skater”)
- Item 53: Understands passive voice sentences

**EXPRESSIVE LANGUAGE**

- Item 31: use plurals
- Item 34: use verb + ing
- Item 50: Repeat sentences
- Item 53: Uses –er endings to indicate one who...
- Item 54: Use past tense forms
- Item 55: formulate questions
- Item 62: repair grammatical errors

**Nondiscriminatory Assessment and Standardized Testing**

- Searching for a “Golden Test” that works universally is unrealistic.

> “Probably no test can be created that will entirely eliminate the influence of learning and cultural experiences. The test content and materials, the language in which the questions are phrased, the test directions, the categories for classifying the responses, the scoring criteria, and the validity criteria are all culture bound.” (Jerome M. Sattler, 1992)

### 1.4. What else can we do to deal with lack of normed test batteries?

- Assessment strategies such as dynamic assessment focus on underlying cognitive skills (Allal & Ducrey, 2000; Bain & Olswang, 1995; Budoff, 1987; Lidz, 2002; Tzuriel, 2001)
- Language sample analysis e.g., mean length of utterance (MLU), narrative skills, etc.
- Build up local norms that fit the target population (i.e., Kayser, 1989)
- Family history of language exposure and experience (including dialect influence)
  - Assess environmental and community factors
  - Social economical status
  - Consider the dimensions of bilingualism and relationship to generations of immigration (Ortiz, 2007)

### 1.5. Additional questions in terms of bilingual assessment

- Which language to test first?
- How do you use test scores in making clinical decisions and recommendation?
- What do you do if your district has rejected your evaluation due to lack of any test scores in your report?
- Can you refuse to do any evaluation to avoid the dispute between you and the administration?
2. Treatment Issues

Challenges

- Dilemma in treating one or both languages
- Establish goals for therapy
- Lack of therapy materials in the minority language

2.1. One language or two languages

Some misconceptions of bilingual development (Ortiz, 2007).

- Learning two languages DOES NOT lead to a kind of linguistic confusion;
- Learning two languages DOES NOT lead to poor academic performance;
- Even for children with cognitive limitations, bilingual or primary language (L1) instruction was as effective as or slightly more effective than L2 instruction alone;
- Code-switching IS NOT an example of a language disorder and poor grammatical ability

One language or two languages (Kohnert, 2008)

- Social interaction and neighborhood demographics may play a part.
- Be aware of their long-term communication needs
- Parental choice in language use

2.2 Establishing therapeutic goals

Lack of normative data/developmental milestones in the minority language and in bilingual language development

- Make reference to the language norms of typical monolingual English-speaking population
- Make reference to the norms of the minority language speaking population
- Make reference to language norms of typical bilingual populations
- Observation of typically developing bilingual children with similar background
- Compare to typically developing siblings
- Make use of the developmental data, and previous intervention results
- Make use of the curriculum based data
- Make use of relevant published researches
- Language corpus and database
2.3. Deal with lack of materials in the minority language

- Local bookstores
- Online stores (e.g., www.hongniba.com)
- Use modern technology (computer, digital camera, MP3, tape recorder, etc.) to make materials of our own
- Translate English materials
- Join local or online parenting group to expand educational information sources
- Join or form local/online Chinese/Asian SLP groups (e.g., NYCASHA) to exchange ideas and/or materials

**Peggy S. Conner and Jason Rosas**

*Clinical considerations for SLPs practicing in a non-native and non-fluent language: Are you and the clients you serve speaking a different language?*

*Clinical Considerations in Bilingual Speech-Language Pathology Practice: Are you and the parents you serve speaking the same language?*

Peggy Conner is an ASHA certified bilingual speech-language pathologist who has worked in the U.S. and abroad in Chile, Venezuela, and England. She is a doctoral student in the Speech-Language-Hearing Sciences Department at the CUNY Graduate Center with interests in bilingualism, learning disabilities, and developmental dyslexia.

Jason Rosas is an ASHA certified bilingual speech-language pathologist (English, Spanish) in New York State. He has worked with a diverse adult and pediatric speech and language impaired population in outpatient hospital and university settings. Jason has served as an adjunct professor at Long Island University, where he also conducted student clinical supervision. He is currently in his first year of doctoral study in Speech, Language, and Hearing Sciences at the CUNY Graduate Center.

To assess and treat bilingual and non-native speakers of English

Please consult with the following website and links:
http://www.asha.org/about/leadership-projects/multicultural/
Some considerations:

Research and Rapport
Linguistic and sociolinguistics characteristics of the language or dialect
Skills in ethnographic interviewing
Positive regard for the client's culture and language
Close training and supervision with paraprofessionals and interpreters
Nonstandard Assessment and Remediation Techniques
Collaboration with Families
Seek Cultural Humilty

References and Resources:


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http://www.utexas.edu/courses/linguistics/resources/phonetics/
http://www.linguistlist.org/
Teresa M. Signorelli is an ASHA certified bilingual speech-language pathologist and candidate for the doctoral degree in Speech-Language-Hearing Sciences at the CUNY Graduate Center. Her general research interests regard bilingual working memory, foreign language acquisition and proficiency, and bilingualism in language-impaired populations.

Dr. Loraine K. Obler is a Distinguished Professor in the Program in Speech-Language-Hearing Sciences, CUNY Graduate Center. In addition to her research on bilingualism dating from The Bilingual Brain (with Martin Albert), a large number of doctoral students she has advised and mentored have been non-native speakers of English.