Comprehensive Assessment of Foreign-Accented English

Welcome

Getting Started

Multiple Lessons
Interactive Exercises
References
Related Resources
CEU Test

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Comprehensive Assessment of Foreign-Accented English

CEU Information

• Print a PDF copy of the test questions in Additional Resources.
• Refer to program content during the test.
• Complete test in its entirety.

• You have 3 attempts to pass the test (80%).
• Notice of completion will be e-mailed after successful completion.
• CEUs are recorded automatically for members of the ASHA CE Registry.
Comprehensive Assessment of Foreign-Accented English

ASHA-Approved CEU Provider

Comprehensive Assessment of Foreign-Accented English

Amee P. Shah, PhD, CCC-SLP
Comprehensive Assessment of Foreign-Accented English

Description

- List variables that shape an accent and those that influence listeners’ perception of an accent.
- Identify and explain key areas of assessment for foreign-accented speakers, including intelligibility, rate of speech, speech production, speech perception, and language.
- Create a strategy for effectively assessing the speech of foreign-accented speakers.

Learning Outcomes
Comprehensive Assessment of Foreign-Accented English

Presenter

Amee P. Shah, PhD, CCC-SLP
Associate Professor, Department of Health Sciences
Director, Speech Acoustics and Perception Laboratory
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Disclaimer

Accent modification is a relatively new field of practice for speech-language pathologists, one that is shared with ESL instructors. As with any new field of practice, there is bound to be controversy. A key point for speech-language pathologists to remember when practicing in this area is that the presence of an accent is not indicative of a communication impairment—it is merely a communication difference. Additionally, terminology has evolved to recognize that individuals with accents do not need “treatment,” or “accent reduction” services.

In this program, Dr. Shah takes great care to acknowledge where we are in the field today: that everyone has an accent, that it is not a disorder or an impairment, and that our goal is to enhance effective communication.

Because accent modification is a developing area of practice, extant research in the field is limited. More data is becoming available from the speech sciences arena, but there is still a lot of work to be done related to the efficacy of various assessment and treatment strategies for accent modification.

The following program explores the available research, and how it can be used to develop a comprehensive assessment approach. While there are a number of different approaches used for accent modification services, your job as a speech-language pathologist is to look at the available research behind the various assessment and treatment tools, and decide which strategy best serves the needs of the client with whom you’re working.
Comprehensive Assessment of Foreign-Accented English

Disclosure

The assessment battery, *Comprehensive Assessment of Accentedness and Intelligibility* (CAAI) is discussed in this presentation.

Amee P. Shah is the author of *Comprehensive Assessment of Accentedness and Intelligibility* (CAAI; Shah, 2007), receives royalties from its sales, and holds the copyright.

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Program Outline

I. Background

II. What Is an Accent?

III. Key Areas of Assessment

IV. Test Your Knowledge

V. Summary
Comprehensive Assessment of Foreign-Accented English

Section I: Background

Changing Demographics

Increased Demand

ASHA’s Position
Difference, Not Disorder

“Communication difference/dialect is a variation of a symbol system used by a group of individuals that reflects and is determined by shared regional, social, or cultural/ethnic factors. A regional, social, or cultural/ethnic variation of a symbol system should not be considered a disorder of speech or language.”

(ASHA, 1993)

Demand for Services

• Where do people go for accent modification services?
  – Speech-Language Pathologist (SLP)
  – English as a Second Language (ESL) Teacher

(Dalton, 2002)
Future of Services

• Current state of graduate training
  (Shah, 2005; Schmidt and Sullivan, 2003)

Section II:
What Is an Accent?
## Comprehensive Assessment of Foreign-Accented English

<table>
<thead>
<tr>
<th>Varieties of Accents</th>
<th>Click to Play Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regional accent: Southern United States</td>
<td>![Play Button]</td>
</tr>
<tr>
<td>2. Foreign accent: England</td>
<td>![Play Button]</td>
</tr>
<tr>
<td>3. Foreign accent: Korean (Nonnative speaker of English) speaking English</td>
<td>![Play Button]</td>
</tr>
</tbody>
</table>

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Comprehensive Assessment of Foreign-Accented English

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<td></td>
</tr>
<tr>
<td>3. Foreign accent: Korean (Nonnative speaker of English) speaking English</td>
<td></td>
</tr>
</tbody>
</table>

**Degree of Accentedness**

- Mild
- Moderate
- Strong
## Current Terminology

- Accent Modification
- Dialect
- Accent
- Intelligibility
- Training/Implementation
- Clients

## Proficiency

### Low Proficiency:
- Imagine an international undergraduate student new on campus (Shah, 2009c)
- Limited English skills
- Marked errors in grammar and vocabulary
- Strong accent
- Difficult to understand

### High Proficiency:
- Imagine an international medical doctor using advanced language skills (Shah, 2009d)
- Advanced English knowledge
- Relatively free of grammatical or vocabulary concerns
- Primarily pronunciation concerns
- Mild-moderate degree of accent
- Easy to understand
### Segmental Variables

<table>
<thead>
<tr>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice onset time (Flege &amp; Port, 1981)</td>
</tr>
<tr>
<td>Epenthetic schwa, final /s/ deletion, “ch”- “sh” confusions (MacDonald, 1989)</td>
</tr>
<tr>
<td>Voicing confusions in stops (Flege &amp; Eefting, 1987)</td>
</tr>
<tr>
<td>Vowel duration and formant frequencies (Munro, 1993)</td>
</tr>
<tr>
<td>Tense-lax confusions (Magen, 1998)</td>
</tr>
</tbody>
</table>

### Suprasegmental Variables

<table>
<thead>
<tr>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence intonation (Backman, 1978)</td>
</tr>
<tr>
<td>Syllabic stress (Shah, 2002)</td>
</tr>
</tbody>
</table>
Comprehensive Assessment of Foreign-Accented English

<table>
<thead>
<tr>
<th>Speech Perception Variables</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Perception</td>
<td>Auditory discrimination (Piske &amp; Young-Sholten, 2008)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Linguistic Variables</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Vocabulary issues (Sadeghi, 2009)</td>
</tr>
<tr>
<td></td>
<td>Grammatical issues (Varonis &amp; Gass, 1982)</td>
</tr>
<tr>
<td></td>
<td>Pragmatic issues (Garcia, 2004; Bardovi-Harlig, 1999)</td>
</tr>
</tbody>
</table>
### Other Variables

<table>
<thead>
<tr>
<th>Environmental Factors</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age of arrival/Age of Language Learning (AOA/AOL) (Flege et al., 1995)</td>
<td></td>
</tr>
<tr>
<td>Length of residence (LOR) (Flege, 1988b)</td>
<td></td>
</tr>
</tbody>
</table>

### Section III: Key Areas of Assessment
Comprehensive Assessment of Foreign-Accented English

Current Assessment Approaches

• Overview
  – E.g., POEC, SPEAK, CAAI
  – For a list of Assessment Tools, see Background Resources in Additional Resources

• Research
  – See Background Resources in Additional Resources

Areas of Focus

• *Phonological Assessment of Foreign Accent* (Compton, 2002): speech/articulation and phonology

• *Proficiency in Oral English Communication* (POEC: Sikorski, 2002): prosody and Segmentals

• *Speaking Proficiency English Assessment Kit* (SPEAK: Educational Testing Services ETS): various spoken language aspects

• *Comprehensive Assessment of Accentedness and Intelligibility* (CAAI: Shah, 2007): prosody, segmentals, auditory discrimination, and language areas
Comprehensive Assessment of Foreign-Accented English

- Baseline Intelligibility and Rate of Speech
  - Accent/Intelligibility rating
  - Baseline intelligibility score
  - Rate of speech

- Speech Perception
  - Auditory discrimination (pairs)
  - Auditory discrimination (single-word labeling)

- Speech Production
  - Suprasegmentals (prosody)
  - Segmentals (C, V, Blends)
  - Phonological patterns

- Language
  - Vocabulary
  - Grammar
  - Pragmatics

Model Based on CAAI, Shah, 2007

Evidence-Based Practice

Current Best Evidence

- Clinical Expertise
- Client Values
Move Toward Evidence-Based Assessments

- Comprehensive assessment to include a range of skills tested:
  - articulation, phonology, prosody, auditory discrimination, grammar, pragmatics...
- Numerically driven prognoses and goal setting
- Reliable and valid assessment tools
- Create a diagnostic profile for client to include
  - diagnostic categories and numeric scores

Yin
- 49-year-old male
- Medical doctor from China
- Practices in a U.S. clinic
- Immigrated to U.S. at age 33 (17 years)
- Learned English in China through his medical school experience
- Client reported concerns: pronunciation
- Client reported strengths: proficiency in grammar, vocabulary, and writing
Comprehensive Assessment of Foreign-Accented English

Baseline Intelligibility and Rate of Speech

- Accent/Intelligibility rating
- Baseline intelligibility score
- Rate of speech

Speech Perception

- Auditory discrimination (pairs)
- Auditory discrimination (single-word labeling)

Speech Production

- Suprasegmentals (prosody)
- Segmentals (C, V, Blends)
- Phonological patterns

Language

- Vocabulary
- Grammar
- Pragmatics

Baseline Intelligibility

Example

Click to Play Example

Intelligibility relative to accentedness

“The committee was composed of ten members…”

Rate Using the Accent/Intelligibility Scale

1 = Negligible difference from Standard American English (SAE)
2 = Some trace of accent but completely intelligible
3 = Distinct accent but completely intelligible
4 = Significant degree of accent, often not understood
5 = Very strong accent, impossible to understand
### Baseline Intelligibility

<table>
<thead>
<tr>
<th>Example</th>
<th>Click to Play Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>Example</td>
</tr>
</tbody>
</table>

#### Tips
- 8-10 words
  - Multisyllabic
  - Phonetic variety
- 10-12 sentences
- Calculate an average for baseline

### Rate Using the Accent/Intelligibility Scale

<table>
<thead>
<tr>
<th>Rate</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Negligible difference from Standard American English (SAE)</td>
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</tr>
<tr>
<td>5</td>
<td>Very strong accent, impossible to understand</td>
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### What to look for:

Baseline Intelligibility (percent) = number of intelligible words / total number of the words in the passage * 100 (e.g., 75%)

Rate of Speech = Syllables per Minute (SPM)
Determined as Average (slow: 180, fast: 260)
Baseline Intelligibility

Example

"When the sunlight strikes raindrops in the air, they act as a prism and form a rainbow. The rainbow is a division of white light into many beautiful colors. These take the shape of a long round arch, with its path high above, and its two ends apparently beyond the horizon."

Baseline Intelligibility (percent) = number of intelligible words / total number of the words in the passage * 100

(e.g., 75%)

Rate of Speech = Syllables per Minute (SPM)

Determined as Average (Slow: 180, Fast: 260)

See Yin Diagnostic Profile in Additional Resources for Yin’s complete Baseline Intelligibility and Rate of Speech scores.

Baseline Intelligibility and Rate of Speech

Speech Production

- Accent/Intelligibility rating
- Baseline intelligibility score
- Rate of speech

Speech Perception

- Auditory discrimination (pairs)
- Auditory discrimination (single-word labeling)

Language

- Vocabulary
- Grammar
- Pragmatics

Suprasegmentals (prosody)
- Segmentals (C, V, Blends)
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### Comprehensive Assessment of Foreign-Accented English

#### Speech Production: Suprasegmental

<table>
<thead>
<tr>
<th>Example</th>
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<tbody>
<tr>
<td>“Are you coming today?”</td>
<td></td>
</tr>
</tbody>
</table>

#### How to track suprasegmental elements:

- Correct or incorrect

#### Tips

- Computer/mobile software to assist with pitch pattern identification:
  - Audacity ([audacity.sourceforge.net](http://audacity.sourceforge.net))
  - SFS/WASP ([www.phon.ucl.ac.uk/resource/sfs/wasp.htm](http://www.phon.ucl.ac.uk/resource/sfs/wasp.htm))
### Comprehensive Assessment of Foreign-Accented English

#### Speech Production: Suprasegmental

<table>
<thead>
<tr>
<th>Example</th>
<th>Click to Play Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(“I passed the test!”)</td>
<td>“Good.” ↓</td>
</tr>
</tbody>
</table>

#### How to track suprasegmental elements:

Correct or incorrect; pitch change (one syllable, pitch drop)

---

#### Optional Pattern:

“Good” found in native variability.

#### How to track suprasegmental elements:

Correct or incorrect; pitch change (one syllable, pitch drop)
## Comprehensive Assessment of Foreign-Accented English

<table>
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<tr>
<th>Speech Production: Suprasegmental</th>
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<tr>
<td>Lexical stress in single multisyllabic words</td>
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### How to track suprasegmental elements:

Correct or incorrect; syllable stress

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<td>Derivative stress in multisyllabic words</td>
<td>“democracy/democratic”</td>
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**How to track suprasegmental elements:**

Correct or incorrect; syllable stress and phonological change

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<td><img src="play_button.png" alt="" /></td>
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**How to track suprasegmental elements:**

Correct or incorrect; syllable stress and phonological change
### How to track suprasegmental elements:

Correct or incorrect; syllable stress

<table>
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<tr>
<th>Speech Production: Suprasegmental</th>
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| Contrastive Lexical Stress      | “I have a birthday present for you.”  
“I will present the award at the party.” | ![Play Button] |

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Correct or incorrect; syllable stress
## Comprehensive Assessment of Foreign-Accented English

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<tbody>
<tr>
<td>Emphasis</td>
<td>(“Which one was it?”) “I made the pumpkin pie.”</td>
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### How to track suprasegmental elements:

- Correct or incorrect; loudness and pitch change

---

### Speech Production: Suprasegmental

| Emphasis | (“Which one was it?”) “I made the pumpkin pie.” |

### How to track suprasegmental elements:

- Correct or incorrect; loudness and pitch change
Comprehensive Assessment of Foreign-Accented English

<table>
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<tbody>
<tr>
<td>Sentence Phrasing</td>
<td>“I need milk, eggs, and bread from the market.”</td>
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**How to track suprasegmental elements:**
Correct or incorrect; pause and pitch drop at boundaries

Speech Production: Suprasegmental

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**How to track suprasegmental elements:**
Correct or incorrect; pause and pitch drop at boundaries
Comprehensive Assessment of Foreign-Accented English

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</tr>
</thead>
<tbody>
<tr>
<td>Contrasting Sentence Pairs</td>
<td>“Ben would never leave Woody.”&lt;br&gt;“Ben would never leave, would he?”</td>
<td></td>
</tr>
</tbody>
</table>

How to track suprasegmental elements:
Correct or incorrect; pause and/or pitch change

Speech Production: Suprasegmental | Example | Click to Play Example
----------------------------------|---------|----------------------
Contrasting Sentence Pairs       | “Ben would never leave Woody.”<br>“Ben would never leave, would he?” | ![Question Mark]  

How to track suprasegmental elements:
Correct or incorrect; pause and/or pitch change
Comprehensive Assessment of Foreign-Accented English

- **Baseline Intelligibility and Rate of Speech**
  - Accent/Intelligibility rating
  - Baseline intelligibility score
  - Rate of speech

- **Speech Perception**
  - Auditory discrimination (pairs)
  - Auditory discrimination (single-word labeling)

- **Speech Production**
  - Suprasegmentals (prosody)
  - Segmentals (C, V, Blends)
  - Phonological patterns

- **Language**
  - Vocabulary
  - Grammar
  - Pragmatics

**Speech Production: Segmentals**

- **Example**
  - Initial position /p/ in “pan”

**How to track segmental units:**

- Correct or incorrect;
  - note error type and non-target errors
### Comprehensive Assessment of Foreign-Accented English

<table>
<thead>
<tr>
<th>Speech Production: Segmentals</th>
<th>Example</th>
<th>Click to Play Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consonants (target=65 words)</td>
<td>Initial position /p/ in “pan”</td>
<td>![Play Button]</td>
</tr>
</tbody>
</table>

**How to track segmental units:**
- Correct or incorrect; note error type and non-target errors

### Speech Production: Segmentals

<table>
<thead>
<tr>
<th>Consonant Clusters (target=60 words)</th>
<th>Example</th>
<th>Click to Play Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>/r/ blend in “brush”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to track segmental units:**
- Correct or incorrect; note error type and non-target errors
**Speech Production: Segmentals**

<table>
<thead>
<tr>
<th>Cons (target)</th>
<th>Example</th>
<th>Click to Play Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tip:</strong></td>
<td>Okay to mark as incorrect, if you felt it was ambiguous, or if it sounded incorrect to you.</td>
<td></td>
</tr>
</tbody>
</table>

**How to track segmental units:**

Correct or incorrect; error type, non-target errors to be noted.

<table>
<thead>
<tr>
<th>Speech Production: Segmentals</th>
<th>Example</th>
<th>Click to Play Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vowels (target=15 words)</td>
<td>/i/ in “meat”</td>
<td></td>
</tr>
</tbody>
</table>

**How to track segmental units:**

Correct or incorrect; error type, non-target errors to be noted.
Comprehensive Assessment of Foreign-Accented English

Speech Production:
Segmentals

Tip:
Focus on target, but add a note for later examination.

Example
/i/ in “meat”

Correct or incorrect; error type, non-target errors to be noted

Baseline Intelligibility and Rate of Speech

Speech Perception

- Accent/Intelligibility rating
- Baseline intelligibility score
- Rate of speech

Language

- Vocabulary
- Grammar
- Pragmatics

Speech Production

- Suprasegmentals (prosody)
- Segmentals (C, V, Blends)
- Phonological patterns

Auditory discrimination (pairs)
Auditory discrimination (single-word labeling)
### Speech Production: Phonological Patterns

<table>
<thead>
<tr>
<th>Example</th>
<th>Click to Play Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The price of this film was cheaper at the other place.”</td>
<td></td>
</tr>
</tbody>
</table>

### Observation Note:
- Adding a schwa:
  - price → perice
  - film → filu
  - place → pelace

### How to track phonological patterns:
Correct or incorrect; note if pattern is observed
Comprehensive Assessment of Foreign-Accented English

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Speech Production
- Suprasegmentals (prosody)
- Segmentals (C, V, Blends)
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Language
- Vocabulary
- Grammar
- Pragmatics

### Speech Perception Example

<table>
<thead>
<tr>
<th>Auditory Discrimination (Paired Contrasts)</th>
<th>Hearing the difference between pairs (e.g., /tif/-/tip/)</th>
</tr>
</thead>
</table>

**How to track speech perception:**

Correct or incorrect
Comprehensive Assessment of Foreign-Accented English

### Speech Perception

<table>
<thead>
<tr>
<th>Example</th>
<th>Auditory Discrimination (Single-Word Labeling of Groups of Contrasts) e.g., /s/-/ʃ/-/ʧ/-/dʒ/-/z/-/ʒ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing down the exact word heard (e.g., while or vile)</td>
<td></td>
</tr>
</tbody>
</table>

#### How to track speech perception:

Take note if targeted phoneme is incorrectly identified; spelling errors to be disregarded

---

### Baseline Intelligibility and Rate of Speech

- Accent/Intelligibility rating
- Baseline intelligibility score
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### Speech Perception

- Auditory discrimination (pairs)
- Auditory discrimination (single-word labeling)

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- Suprasegmentals (prosody)
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### Comprehensive Assessment of Foreign-Accented English

<table>
<thead>
<tr>
<th>Language</th>
<th>Example</th>
<th>Click to Play Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepositions</td>
<td>&quot;I live ____ Ohio.&quot; (in)</td>
<td></td>
</tr>
</tbody>
</table>

#### How to track linguistic variables:
Correct or incorrect

<table>
<thead>
<tr>
<th>Language</th>
<th>Example</th>
<th>Click to Play Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colloquial/Idiomatic Use Of Prepositions</td>
<td>“He’s so full ____ himself.” (of)</td>
<td></td>
</tr>
</tbody>
</table>

#### How to track linguistic variables:
Correct or incorrect
### Comprehensive Assessment of Foreign-Accented English

<table>
<thead>
<tr>
<th>Language</th>
<th>Example</th>
<th>Click to Play Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contrasting Idiomatic Phrases</td>
<td>“hold on,” “hold up,” and “hold out”</td>
<td></td>
</tr>
</tbody>
</table>

#### How to track linguistic variables:
Correct or incorrect; note patterns

<table>
<thead>
<tr>
<th>Language</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idiomatic Phrases</td>
<td>“put your best foot forward,”</td>
</tr>
<tr>
<td></td>
<td>“pulling your leg,” “feeling under</td>
</tr>
<tr>
<td></td>
<td>the weather”</td>
</tr>
</tbody>
</table>

#### How to track linguistic variables:
Correct or incorrect
### Comprehensive Assessment of Foreign-Accented English

<table>
<thead>
<tr>
<th>Language</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Vocabulary</td>
<td>Anomaly</td>
</tr>
<tr>
<td></td>
<td>a) deviation</td>
</tr>
<tr>
<td></td>
<td>b) conformity</td>
</tr>
<tr>
<td></td>
<td>c) rebellion</td>
</tr>
<tr>
<td></td>
<td>d) regularity</td>
</tr>
</tbody>
</table>

#### How to track linguistic variables:
Correct or incorrect

<table>
<thead>
<tr>
<th>Language</th>
<th>Example</th>
<th>Click to Play Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversational Grammar</td>
<td>Plural endings: omitting final “s” in plurals (e.g., “Teenagers often show quite mixed attitudes through their ever-changing behaviors”)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Verb conjugations: tense, voice, person and number agreement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(e.g., “what have happened before…” and “I know some people going there”)</td>
<td></td>
</tr>
</tbody>
</table>

#### How to track linguistic variables:
Note grammatical errors in conversation
Comprehensive Assessment of Foreign-Accented English

<table>
<thead>
<tr>
<th>Language</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-Pragmatic Behaviors</td>
<td>vocal loudness, eye contact, facial expressions, gestures, etc.</td>
</tr>
</tbody>
</table>

**How to track social-pragmatic behaviors:**

Note behaviors that may impact effective communication

**Findings**

- Rate of speech was normal
- Baseline intelligibility was moderately affected (75%)
- Distinct moderate accent did not appear to affect conversational intelligibility (2.5 on a scale of 1-5)
- Labeled “Mild-Moderate Foreign Accent with moderate intelligibility”

- See Yin Diagnostic Profile in Additional Resources
Comprehensive Assessment of Foreign-Accented English

### Attributes of Speech vs. Goals of Assessment

<table>
<thead>
<tr>
<th>Attributes of Speech</th>
<th>Goals of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consonants and vowels</td>
<td>Segmental differences</td>
</tr>
<tr>
<td>Stress and intonation</td>
<td>Suprasegmental differences</td>
</tr>
<tr>
<td>Other production error sources</td>
<td>Phonological differences and auditory perception differences</td>
</tr>
<tr>
<td>Language</td>
<td>Vocabulary, grammar, pragmatics</td>
</tr>
<tr>
<td>Surface characteristics</td>
<td>Rate of speech and fluency, baseline intelligibility</td>
</tr>
</tbody>
</table>

### Summary of Comprehensive Assessment

- Prosody at all levels (sentence, word, syllable)
- Segmental productions (C and V)
- Phonological patterns
- Auditory discrimination
- Grammatical structure
- Distinction between accentedness and intelligibility
- Patterns common to individual accent varieties
Assessment Outcome

- A complete diagnostic profile, including:
  - Degree of overall accentedness (composite of accentedness rating and degree of intelligibility)
  - Baseline intelligibility score (percent)
  - Qualitative description of the type of concern (accentedness and intelligibility)

Native Accent Variability
Priorities for Implementation

- Review scores from comprehensive assessment
- Client’s priorities
- Best clinical judgment

Section IV: Test Your Knowledge
Comprehensive Assessment of Foreign-Accented English

Learning Check #1

Learning Check #2
Summary of Differences

- Example 1:
  - Low intelligibility (number of words unintelligible)
  - Low proficiency (words appear to be unknown to her)
  - Strong accent (C, V, prosody including stress, intonation, slow rate)

- Example 2:
  - High intelligibility and fluency
  - High proficiency
  - Moderate accent (prosodic issues)

Section V: Summary
Comprehensive Assessment of Foreign-Accented English

Summary Concepts

Baseline Intelligibility and Rate of Speech  |  Speech Production

Speech Perception  |  Language

Model Based on CAAI, Shah, 2007

Thank You

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When you are ready to take the CEU test, please click the link above. You will need your ASHA Web site login and password to access the test. If you encounter any problems, please contact elearninghelp@asha.org.
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