

WHAT DO WE DO AND WHO ARE WE? A REVIEW OF RESOURCES AND TASK FORCE MEMBERS

By: **Lisa Carver, MA, CCC-SLP, and Ivan Mejia, MA, CCC-SLP,**
Cultural and Linguistic Diversity Committee Co-Chairs

The Cultural and Linguistic Diversity (CLD) Task Force is now offering half- and full-day trainings for school districts, education service centers, university programs, and other agencies on assessment and intervention with CLD populations. For information, please contact Scott Prath at scott.prath@bilinguistics.com.

The Cultural and Linguistic Diversity (CLD) Corner was created in an effort to provide information and respond to clinical questions about practicing speech-language pathology and audiology services in our multilingual and culturally diverse state of Texas. The Texas Speech-Language-Hearing Association (TSHA) Cultural and Linguistic Diversity Committee Members for the 2012-2013 year include: **Lisa Carver, MA, CCC-SLP** (co-chair); **Ivan Mejia, MA, CCC-SLP** (co-chair); **Scott Prath, MA, CCC-SLP**; **Christina Wiggins, MS, CCC-SLP**; **Brittney Goodman, MS, CCC-SLP**; **Kristin Knifton, MA, CCC-SLP-A**; **Sarah Panjwani, MS, CFY-SLP**; **Marisol Contreras, BA**; and **Alisa Baron, BA**.

Over the past two years, the CLD Task Force has brought you a series of articles about the specific languages we often encounter as clinicians who practice in Texas. The articles were based around the theme “Considering the home language in the assessment and treatment of English language learners” and were created in order to provide a helpful guide for monolingual and bilingual clinicians serving clients who speak a different language than the clinician. The articles targeted specific features (articulation, phonology, and prosody), basic morphology and syntax, semantics, and cultural background information. Here is a catalog of what we have presented so far:

Spanish

http://www.txsha.org/_pdf/Communicologist/022011.pdf

Included specific information on:

- Typical syntax/grammatical mistakes of Spanish-speaking children learning English
- Influences of Spanish phonology on English and typical sound substitutions
- Chart of expected semantic differences in regard to prepositions in Spanish vs. English
- Red flags for potential language and articulation disorders

Hindi, Urdu, Gugrati

http://www.txsha.org/_pdf/Communicologist/042011.pdf

This article provided perspective on the historical and political factors that contribute to home language use in India in addition to:

- Hindi phonemes and Hindi-influenced English pronunciations
- Shared phonemes and differences in sound inventories
- Use of the schwa in Hindi
- Grammar, syntax, and transfer to English language structures
- Semantics and vocabulary use

Chinese (Hanyu):

Mandarin, Cantonese [http://www.txsha.org/_pdf/](http://www.txsha.org/_pdf/Communicologist/062011.pdf)

[Communicologist/062011.pdf](http://www.txsha.org/_pdf/Communicologist/062011.pdf)

Languages spoken in China provided information about:

- Importance of tonal contrasts: Mandarin, Cantonese, and English (not a tonal language)
- Comparisons of consonant inventories for Cantonese-influenced English and Mandarin-influenced English
- Differences in productions of phonemes, especially the aspiration of stop consonants
- Phonotactic considerations of final consonant sounds, consonant clusters, and voicing contrasts
- Syntax and semantic differences

Vietnamese

http://www.txsha.org/_pdf/Communicologist/082011.pdf

Highlighting the communication contrasts between Vietnamese and English included:

- Phonology and phonemic differences
- Tone and semantic differences related to tonal use
- Syllable structure of the language, morphology (plurals, pronouns, verbs), and English-influenced examples
- Diphthongs and triphthongs
- Cultural considerations for non-verbal differences, parent-child relationships, and respect

Tagalog

http://www.txsha.org/_pdf/Communicologist/102011.pdfhttp://www.txsha.org/_pdf/Communicologist/122011.pdf

These articles were presented as Part 1: Tagalog and English: A Contrastive Discussion of Tagalog and English Phonology and Part 2: Comparisons of Tagalog and English Syntax and Morphology.

Part 1 introduced the phonology and specifics about:

- Tagalog has been influenced by contact with other languages, including both Spanish and English
- Illustrates the features of English that typical speakers of Tagalog may have difficulty acquiring (a language difference)
- Importance of language histories and the effects on second language acquisition
- Comparisons of Tagalog and English vowels
- Shared phonology

Part 2 included details about:

- Significant differences in linguistic features of Tagalog and English
- First language differences and influences on English
- Language structure of Tagalog (verb-subject) compared to English (subject-verb-object)
- Contextual relationship of pronouns in Tagalog

- Use of prefixes for verb marking, articles, and inflections in Tagalog

Arabic

http://www.txsha.org/_pdf/Communicologist/042012.pdf

This article described phonology of Modern Standard Arabic (MSA) and provided information on:

- Consonant inventory of Modern Standard Arabic and shared phonemes in English
- Geographic factors and dialects of colloquial Arabic
- Voiced consonants, gemination, and emphatic consonants
- Developmental order of acquisition of consonant phonemes common to Arabic vs. English
- Morphology, verbs, and syntax

As a committee, we are excited to continue providing TSHA members and other professionals with current research and useful clinical information about multilingualism and related clinical issues. The TSHA Cultural and Linguistic Diversity Committee welcomes readers to submit questions and comment on the information provided. Please send your comments and questions to toivanmejia@bilingualspeech.org.

The CLD Task Force is changing! The Cultural and Linguistic Diversity Committee now says goodbye to some of its former members and thanks them for their service and leadership: **Ellen Stubbe Kester**, PhD, CCC-SLP; **Margarita Limon-Ordonez**, MS, CCC-SLP; **M. Ruth Fernandez**, PhD, CCC-SLP; **Barbara Fernandez**, MS, CCC-SLP; **Rachel Aghara**, PhD, CCC-SLP; and **Tracey Gray**, MA, CCC-SLP.

Meet the current members for 2012-2013:

Lisa Carver, MA, CCC-SLP (CLD Committee Co-Chair)

Lisa Carver is a bilingual SLP who has been practicing for seven years in the Dallas-Fort Worth Area. She earned a BA in Spanish from the University of Oklahoma and a MA in speech-language pathology at Texas Woman's University in Denton, Texas. Lisa has worked in adult rehabilitation, pediatric clinics, public school settings, early childhood intervention, and home health. Areas of research and special interest include articulation and phonology of Spanish speakers in the birth-to-3-year-old population, second-language acquisition, and phonological disorders of bilingual children.

Ivan Mejia, MA, CCC-SLP (CLD Committee Co-Chair)

Ivan Mejia is a co-owner of Bilingual Speech Therapy of Houston, PLLC. He graduated with a BS in education from Bridgewater State College in Bridgewater, Massachusetts. He earned his MA in speech-language pathology from the University of Houston. His experience covers pediatric and adult evaluations and therapy in a variety of settings including acute care, long-term acute care, inpatient

rehabilitation, outpatient rehabilitation, home health, schools, day-cares, Head Start, and the outpatient private-clinic setting. Ivan's specialty and current area of focus is bilingual speech and language disorders.

Scott Prath, MA, CCC-SLP

Scott Prath has been working as a bilingual speech-language pathologist for seven years and is the current Vice President of Bilingual Speech and Language Services in Austin, Texas. He has worked in early-childhood intervention and currently serves bilingual children in the school and clinic settings. Scott's research has focused on special populations, such as those with cochlear implantation, and his current focuses include the development of a bilingual articulation measure, continued research on special populations (i.e. velo-pharyngeal insufficiency [VPI]), and a study on the over-identification of special education populations. Scott received a BS in communication sciences and disorders, a BA in Spanish, and an MA in communication sciences and disorders from the University of Texas at Austin.

Christina Wiggins, MS, CCC-SLP

Christina Wiggins is originally from the Rio Grande Valley. She was exposed to Spanish in a bilingual household and community. She received her BS and MS degrees from Stephen F. Austin State University in 2001 and 2003, respectively. Christina currently works for Humble Independent School District (ISD) as a bilingual speech-language pathologist whose areas of expertise include bilingual therapy, assessment, and supervision. She is also an active member of the Humble ISD Child Study Team for English Language Learners.

Sarah Panjwani, MS, CFY-SLP

Sarah Panjwani graduated from the University of Texas at Austin in May of this year with a master's degree in communication sciences and disorders. She is currently working as clinical fellow at the University of Texas Medical Branch at Galveston. She has received special training in working with individuals with culturally and linguistically diverse backgrounds as well as fluency disorders.

Kristin Knifton, MA, CCC-SLP/A

Kristin Knifton went to graduate school at Pennsylvania State University and the University of Texas at Austin. She is dual-certified to practice speech-language pathology and audiology. For most of her career, she has practiced at the Texas School for the Deaf, working as both an audiologist and speech-language pathologist. Though she has worked as a speech-language pathologist in the special needs and middle school departments, she is currently working in the

high school/transition department at the Texas School for the Deaf. Her caseload is comprised of students who are bilingual English-American Sign Language as well as some students with varying degrees of Spanish knowledge (about 15% of the students have parents who solely speak Spanish).

Brittney Goodman, MS, CCC-SLP

Brittney Goodman graduated from North Carolina A&T State University with a BA in speech-language pathology and audiology. She received a grant from the U.S. Department of Education to attend graduate school with specialty in multiculturalism. Brittney subsequently graduated from Howard University with an MS in communication science disorders. She is presently working toward her PhD in educational leadership from Prairie View A&M University. She currently works as a pediatric speech-language pathologist in an outpatient rehabilitation center for Medicare Pediatric Group, LP, in Spring, Texas. She has gained her experience in her current setting as well as through a variety of settings, including pediatric home health, public schools, charter schools, and schools in Ghana.

Alisa Baron, BA

Alisa Baron was born in the Ukraine and immigrated to Ohio when she was five and is currently enrolled as a graduate student in the department of communication sciences and disorders at the University of Texas at Austin. She completed one of her practicums at Bilingual Speech and Language Services in Austin. With Bilingual Speech and Language Services, she gained experience with bilingual pediatric speech and language disorders in outpatient and academic settings. Her current area of interest is language impairment in bilingual children. Throughout her childhood she was ex-

posed to Russian at home and was later exposed to English, Hebrew, and, Spanish. Because of her experiences with multiple language acquisition, she would like to help others who are trying to acquire multiple languages.

Marisol Contreras, BA

Marisol Contreras is currently a first-year graduate student at Texas Christian University. This past May, Marisol graduated as the top student in the College of Education at Texas A&M International University. As an undergraduate college senior, she completed a thesis project that was submitted to TSHA in hopes of being accepted as a poster presentation at the TSHA 2013 Annual Convention. Her areas of interest are bilingual speech and language disorders, bilingual assessment and intervention, and the efficacy of dual-language intervention. ★

As a committee,
we are excited to continue
providing TSHA members
and other professionals
with current research and
useful clinical information
about multilingualism
and related clinical issues.
The TSHA Cultural and Lin-
guistic Diversity Committee
welcomes readers to submit
questions and comment on
the information provided.