Analysis of the Informal and Formal Bilingual Articulation Assessment

Conduct informal and formal articulation assessment in English.

Train an interpreter to describe the articulation difficulties in the other language. Ask the interpreter for information about the syllable structure in the other language (CVC, CV, VC, clusters, etc.)

Search the web for www.accent.gmu.edu to obtain an IPA chart for the other language.

Search the Internet for information about the syllable structure in the other language (CVC, CV, VC, clusters,

Determine the specific articulation errors that occur in English in single words and connected speech. Ask the interpreter to list sounds in error in the other language.

A phoneme is incorrect in English.

Does the other language have the same phoneme? Is the syllable structure the same?

Yes, the other language has the same phoneme. The other language has the same syllable structure.

No, the other language does not have the same phoneme. Or, no, the syllable structure is not the same (e.g. few final consonants as in Spanish, no consonant clusters as in Turkish, etc.)

Does the student articulate this phoneme correctly in the other language?

Then the articulation error in English may reflect the influence of the other language on English. The student will need to learn this phoneme, as is expected for all ESOL students. No speech therapy objectives are needed to address this sound.

No, the student does not articulate this sound or phonological process in the other language. Then the student may need accommodations and/or specialized teaching to acquire this phoneme. Developmental expectations need to be considered.

Yes. Then the student will need to transfer this phoneme to English, as is expected for all ESOL students.

Stimulability assessment may be helpful in refining goals and objectives and in developing specialized teaching objectives and strategies that may be helpful to the student.

Great Resources for Evaluations! Click below:



Bilingual Articulation and Phonology Assessment (BAPA)



Difference or Disorder?
Understanding Speech and
Language Patterns in
Culturally and Linguistically
Diverse Students



Developmental Speech and Language Norms for Spanish and English E-book



Test of Articulation and Phonology (iTap)



Difference or Disorder? Speech Course



Difference or Disorder? Language Course

SLP IMPACT

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