TABLE OF CONTENTS

Introduction **1**

Part 1 - Information About Bilingualism and Communication Disorders 11
1-1 Myths About Bilingualism and Language Learning 13
1-2 Distinguishing Differences from Disorders 17
1-3 Selecting the Language of Instruction. 19
1-4 Structural Differences in the Spanish Language 20
1-5 Spanish Speakers Learning English. 21
1-6 Development of Language Structures in Spanish 22
1-7 Hearing Loss in Bilingual Student Populations 23
1-8 Sign Language and the Hispanic Student 25
1-9 Bilingualism and Acquired Language Disorders 27
1-10 Bilingualism and Augmentative Communication 28
1-11 Integrating Language and Literacy Instruction 30

Part 2 - Program Planning and Goal Selection 33
2-1 Suggestions for Creating Intervention Materials 35
2-2 Linguistic Terminology in English and Spanish 39
2-3 Task Instructions for Common Language Activities 41
2-4 Communication Goals in English and Spanish 42
Skill List A - Basic Vocabulary 42
Skill List B - Asking and Answering Questions. 43
Skill List C - Descriptive Language and Storytelling Skills 44
Skill List D - Basic Interaction and Functional Communication Skills . 45
Skill List E - Listening and Following Instructions 46
Skill List F - Organizing and Expressing Ideas 47
Skill List G - Sounds, Voice, and Fluency 48
Skill List H - Verbal Reasoning and Problem Solving 49
Skill List I - Sentence Structure. 50
Skill List J - Word Retrieval and Language Processing 52

Part 3 - Vocabulary and Sentence Structure. 53
3-1 Cultural Interaction and Spanish Vocabulary. 55
3-2 Dialectal Differences in Vocabulary 57
3-3 “Spanglish” Vocabulary Variations 60
3-4 Words that Cause Confusion 62
3-5 Talking About Words. 64
3-6 Category Names. 65
3-7 People, Places, and Things 67
List A - Animals and Insects 67
List B - Body Parts 69
List C - Clothing and Accessories 70

List D - Food 72
List E - Grooming and Personal Care 76
List F - Household Appliances and Furniture 77
List G - Kitchen Items 78
List H - Musical Instruments 79
List I - Occupations 80
List J - Places in the Community 82
List K - School and Office Items 84
List L - Sports 85
List M - Tools 86
List N - Transportation 87

3-8 Concept Contrasts 88
3-9 Basic Spatial Contrasts 90
3-10 Basic Time Concepts 91
3-11 Basic Size and Quantity Concepts 92
3-12 Using Classroom Directions to Build Vocabulary 93
3-13 Common Prepositions and Prepositional Phrases 95
3-14 Descriptive Words 97
3-15 Feelings 100
3-16 Basic Needs 101
3-17 Survival Words and Phrases 102
3-18 Regular Verbs 104
3-19 Irregular Verbs 107
3-20 Irregular Past Participles 110
3-21 Completing Sentences with Verbs 111
3-22 Irregular Masculine and Feminine Articles 113
3-23 Use of Spanish Conjunctions 114
3-24 Conjunctions (Words and Phrases) 116
3-25 Adverbs 118
3-26 High Frequency Sentence Building Words 120
3-27 Suffixes 123

Part 4 - Language and Thinking Skills 127
4-1 Words that Sound the Same 129
4-2 Words with Opposite Meanings (Antonyms) 132
4-3 Words with Similar Meanings (Synonyms) 135
4-4 Compound Words 137
4-5 Using Words to Describe and Explain 139
4-6 Using Listening Activities to Build Thinking Skills 142

Part 5 - Learning Common Expressions 145
5-1 Idiomatic Expressions and Word Meaning 147
5-2 Idiomatic Expressions that Cause Confusion 150
5-3 Expressions with Similar Meanings 152
5-4 Spanish Expressions with English Definitions 153

Part 6 - The Sounds of Language **155**
6-1 Spanish Consonant Descriptions 157
6-2 Manner of Articulation for Spanish Consonants 162
6-3 Spanish Vowels and Diphthongs 163
6-4 Modifying Words with Clusters 163
6-5 Sounds and Letters in Spanish Words 166
6-6 Sound Production Differences in English 167
6-7 Normative Information for Phonology 168
6-8 Word Lists for Spanish Consonants 170
6-9 Words Containing Common Consonant Sequences 177
6-10 Motor Speech Production Problems 178
6-11 Developing Awareness of Sounds, Syllables, and Words 180
6-12 Rhyming Words 184
6-13 Minimal Pairs 185
6-14 One-Syllable Words 186
6-15 Two-Syllable Words 187
6-16 Three-Syllable Words 188

Part 7 - Program Planning Record Forms **189**
7-1 Basic Language Structure Record Form 191
7-2 Bilingual Functional Communication Checklist 193
7-3 Parent Interview Questions: Attitudes and Beliefs 194
7-4 Finding Out About Student's Interests 195
7-5 Basic Information Questions for Adults 198

Part 8 - Bilingual Handouts for Parents **199**
8-1 Children with Communication Disorders 200
8-2 Information About the Speech and Language Program 201
8-3 Understanding Hearing Loss 203
8-4 Misconceptions About Deafness 204

References **207**

Sample pages from the book's introduction

INTRODUCTION

Speech-language pathologists and other special education professionals throughout the United States are working with an increasing number of students who come from homes in which a language other than English is used. The number of students who speak Spanish, the most widely used minority language in the United States, has increased dramatically in recent years. According to census data, 35.6 million individuals from Hispanic backgrounds were residing in the United States in the year 2000. The Hispanic population is expected to increase to 47.7 million residents by the year 2010 (U.S. Census, Bureau, 2004). Many Hispanic individuals have limited knowledge of the English language when they arrive in the United States and use only Spanish at home.

Students with limited proficiency in English have often been misdiagnosed as "handicapped" and placed in special education programs (Hearne, 2000). Although efforts are being made to ensure that students are placed in special education based on the results of culturally and linguistically appropriate assessment tools, it is often difficult to distinguish "differences" resulting from the student's learning experiences from problems that are indicative of a disorder.

Roseberry-McKibbin (2002) described a variety of practical strategies that can be used to meet the diverse needs of bilingual individuals with special learning needs. Collaborative approaches to instruction are often helpful in school programs that have few bilingual professionals. The limited availability of published learning materials in languages other than English, however, makes it difficult to provide appropriate intervention programs. ***The Bilingual Speech and Language Intervention Resource*** was written to provide vocabulary lists and other resource materials that can be used to create individualized programs of instruction for students from Spanish language backgrounds.

Overview of this Book

The Bilingual Speech and Language Intervention Resource includes informational articles, word lists, sentence lists, and other resources in English and Spanish that can be used with children or adults who have communication disorders. The word lists provide a variety of

item choices so that you can construct learning activities that are relevant to the specific needs of the student. If you wish to expand a student's knowledge of "descriptive vocabulary," for example, this book offers hundreds of words from which to choose.

The reference lists in this resource can be used to develop activities for both oral and written communication. The book is organized into the following sections:

1. ***Information About Bilingualism and Communication Disorders.*** This section includes reproducible articles relating to bilingualism, bilingual language development, and the educational program needs of Spanish-speaking individuals who have communication disorders. Developmental norms for Spanish language acquisition, guidelines for identifying communication disorders, issues relating to selecting the language of instruction, structural differences between English and Spanish, and other topics are included.

2. ***Program Planning and Goal Selection.*** The resources in this section can be used when planning intervention programs and developing instructional goals. Suggestions for translating English-language materials and constructing new learning materials are included. This section also includes lists of speech and language skills in English and Spanish that can be used to create instructional objectives for individual students.

3. ***Vocabulary and Sentence Structure***. This section includes word lists and other resources in English and Spanish that can be used to develop activities for teaching household items, basic concepts, descriptive words, verbs, adverbs, suffixes, and other structural components of the language. A list of high-frequency words commonly encountered in early reading instruction is also included. Information about dialectal differences and common vocabulary variations is presented to help speech and language professionals work more effectively with speakers of different Spanish dialects.

4. ***Language and Thinking Skills***. The resources in this section can be used to promote the development of verbal reasoning skills that are critical for success within the classroom. Tasks can be constructed in which students compare word meanings, give explanations, and respond to thinking questions related to listening experiences. Word lists containing synonyms, antonyms, and homonyms are among those included. Use these lists to create activities that challenge students to think about words and how they are related. Suggestions for using listening comprehension activities to strengthen thinking skills are included.

5. ***Learning Common Expressions.*** This section includes lists of common expressions in English and Spanish. Although American idioms are sometimes incorporated into Spanish as it is spoken by bilingual individuals in the United States, these expressions are often not understood by Spanish speakers in other parts of the world. Knowledge of common idioms is critical for understanding language as it is used in everyday speaking situations and in classroom reading material. Examples are included of Spanish idiomatic expressions that have similar meanings to common American idiomatic expressions.

6. ***The Sounds of Language***. The resources in this section focus on topics relating to the production of Spanish speech sounds, phonological awareness, and motor speech problems that affect speech sound production (e.g., apraxia). This section includes descriptions of

the Spanish phonemes, information about how these phonemes differ from those used in English, and word lists for each of the Spanish consonants and vowels. Developmental norms for Spanish phonemes and common phonological patterns are reported.

7. ***Program Planning Record Forms***. This section includes reproducible interview questionnaires and observational record forms that can be useful when planning intervention programs for bilingual individuals with communication disorders.

8. ***Bilingual Handouts for Parents.*** This section includes reproducible handouts for parents that include information relating to speech, language, and hearing disorders. The information is presented in English and Spanish.

The resources in this book help professionals to distinguish communication differences from disorders, select the language of instruction, select instructional goals, and develop content for intervention activities. Resources from this book can also be used to develop language enrichment activities for use within the general education curriculum.

Communication Disorders and the Hispanic Student

Spanish-speaking students are often referred for speech and language evaluations when difficulties understanding or using the spoken language are identified in the classroom. Communication problems resulting from limited experience in use of the English language are not "disorders," and students exhibiting these problems are, therefore, not eligible for enrollment in a speech and language program.

Students who are learning English as a second language may exhibit communication differences in English that result from the influence of their Spanish language background. They may also demonstrate communication differences similar to those observed among children learning English as their first language. Bilingual children typically overcome these difficulties through practice in using the English language.

Many Spanish-speaking students demonstrate a loss of proficiency in Spanish if opportunities for use of the Spanish language are reduced or eliminated (Roseberry-McKibbin 2002). If these individuals are still in the process of learning English as a second language, they may score low in both English and Spanish during formal testing. Language loss is a normal process that may affect communication in the first language. Communication "problems" that result from language loss, however, should not be viewed as disorders.

The Influence of English on Spanish

Spanish-speaking children learn the language as they hear it used in their community. In some Spanish speaking communities within the United States, many English words have been modified to fit the structure of the Spanish language and are commonly used in Spanish. The word *ganga*, for example, has been used as the Spanish equivalent for the word *gang*. Moreover, English phrases may be translated directly into Spanish. In Miami, Florida, for example, the sentence "I will call you back" is often translated literally to "Te llamo para atrás," whereas speakers of standard Spanish will say "Te devuelvo la llamada (I will return the call.) (Ardila, 2005).

Sample information page from book!

1-8 Sign Language and the Hispanic Student

In the United States, the use of sign language is emphasized in many instructional programs for deaf children. American Sign Language is the most widely used language by individuals in this country who rely on a manual form of communication. Sign language systems have evolved over time and vary from country to country. In Spain, members of the deaf community use Spanish Sign Language (Lengua de Signos de España), Lengua de Senyes Catalana (LSC), and the Lengua de Signos Valenciana (LSCV). Sign languages are recognized as an "official language" by the government in the United States, Canada, Uruguay, and other countries.

- The basic processes used in acquiring sign language are similar to those used in acquiring the spoken language. In learning both sign language and oral communication, young children start by learning basic names for items in the environment. Both sign language and oral communication require the learning of a system of rules for the construction of utterances.

- Although there are numerous sign language systems, many of the signs used in the United States are also used in other countries. The first schools for the deaf in Peru, for example, were started by immigrants from America who brought American Sign Language into the country. As a result, deaf individuals began to "mix" these signs with signs commonly used in Peru and the signs became a part of Peruvian Sign Language.

- The strategies used to educate deaf children vary in different Spanish speaking countries. In Peru, for example, most deaf children attend special schools in which they are integrated with children who have visual impairments, physical disabilities affecting mobility, cognitive deficits, etc. Few schools are available specifically for deaf children, and there is much debate about whether or not sign language should be incorporated into their instructional programs.

- Deaf children may be taught by teachers who have little or no formal training related to the education of the deaf. In Peru, the special attention that these students receive may be provided by teaching assistants who do not have any specialized training. An emphasis is often placed on teaching these students to be "oral" so that they will be able to obtain employment and function in a hearing world. Deaf children often learn sign language in situations outside of the school environment. In general, however, schools are becoming more open to the use of sign language.

- Signs used by individuals who are hearing impaired are influenced by the culture in which they are used. The word "eat," for example, is often signed by placing the fingers near the mouth. In countries that use chop sticks, however, this word is represented by showing the action of eating with chop sticks. Concepts that can be represented easily through the use of hand movements (i.e., signs with high iconicity) are those that are most likely to be signed in a similar manner in countries throughout the world (García Benavides, 2002).

- The sign language alphabet is often used for people's names and concepts for which there is no sign. Fingerspelling systems vary from country to country. In the Spanish language, for example, "ñ" is considered a letter of alphabet and is represented by a sign. In tonal languages such as Thai, word meanings change depending on whether the word has a low, middle, or high tone. Therefore, fingerspelling systems make it possible to indicate differences in tones (García Benavides, 2002).

© 2007 Academic Communication Associates, Inc.
www.acadcom.com

- When Spanish-speaking families come to the United States, they are often unaware of the types of programs available for students with special needs. They may also feel that the teaching of sign language will interfere with the development of skills in the spoken language.

- When working with Hispanic children with hearing impairments, it is important to examine the extent to which they have been exposed to English, Spanish, and various forms of sign language. Students who have been exposed to Mexican Sign Language, for example, may know signs that are different from those commonly used in the United States.

© 2007 Academic Communication Associates, Inc.
www.acadcom.com

2-2 Linguistic Terminology in English and Spanish

Linguistic terms related to the instructional curriculum are listed below. These terms may be helpful when creating the IEP and interacting with parents of students who are receiving intervention. Many additional terms can be found in the *Bilingual Language, Speech, and Hearing Dictionary* (Mattes, 2000).

A. Commonly Used Linguistic Terms

articulation - articulación

conjugation - la conjugación

consonant - consonante

grammar - gramática

grammatical rule - regla gramatical

grammatically correct - gramaticalmente correcto

homonym - homónimo

homophone - homófono

phrase - frase

phonological processes - procesos fonológicos

phonology - fonología

pragmatics - pragmática

predicate - predicado

prefix - prefijo

pronunciation - pronunciación

prosody - prosodia

The Bilingual Speech and Language Intervention Resource

This book includes a variety of reproducible lists, forms, informational handouts and resources necessary for program planning and intervention - Vocabulary words, synonyms/antonyms, words that differ across dialects, commonly confused words, instructional objectives, and MORE. The book also includes practical suggestions for working with bilingual populations. Professionals who provide intervention services in English or Spanish will benefit from this resource.

Product No: 45555 Suggested retail price is $49.50.
Our price: $39.50.

Academic Communication Asociates
P. O. Box 4279
Oceanside, CA 92052-4279

www.acadcom.com

© 2007 Academic Communication Associates, Inc.
www.acadcom.com