



NATIONAL COUNCIL ON INTERPRETING IN HEALTH CARE

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An initiative of the Standards and Training Committee

Say That Again?

Enhancing Your Accent Acumen

Guest Trainer:

Amber Desiree Franklin, PhD, CCC-SLP

August 13, 2015

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- This session is being recorded
- Certificate of Attendance
 - *must attend full 90 minutes
 - *trainerswebinars@ncihc.org
- Audio and technical problems



- Questions to organizers
- Q & A periods during the presentation
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Welcome!

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Amber Desiree Franklin, PhD, CCC-SLP

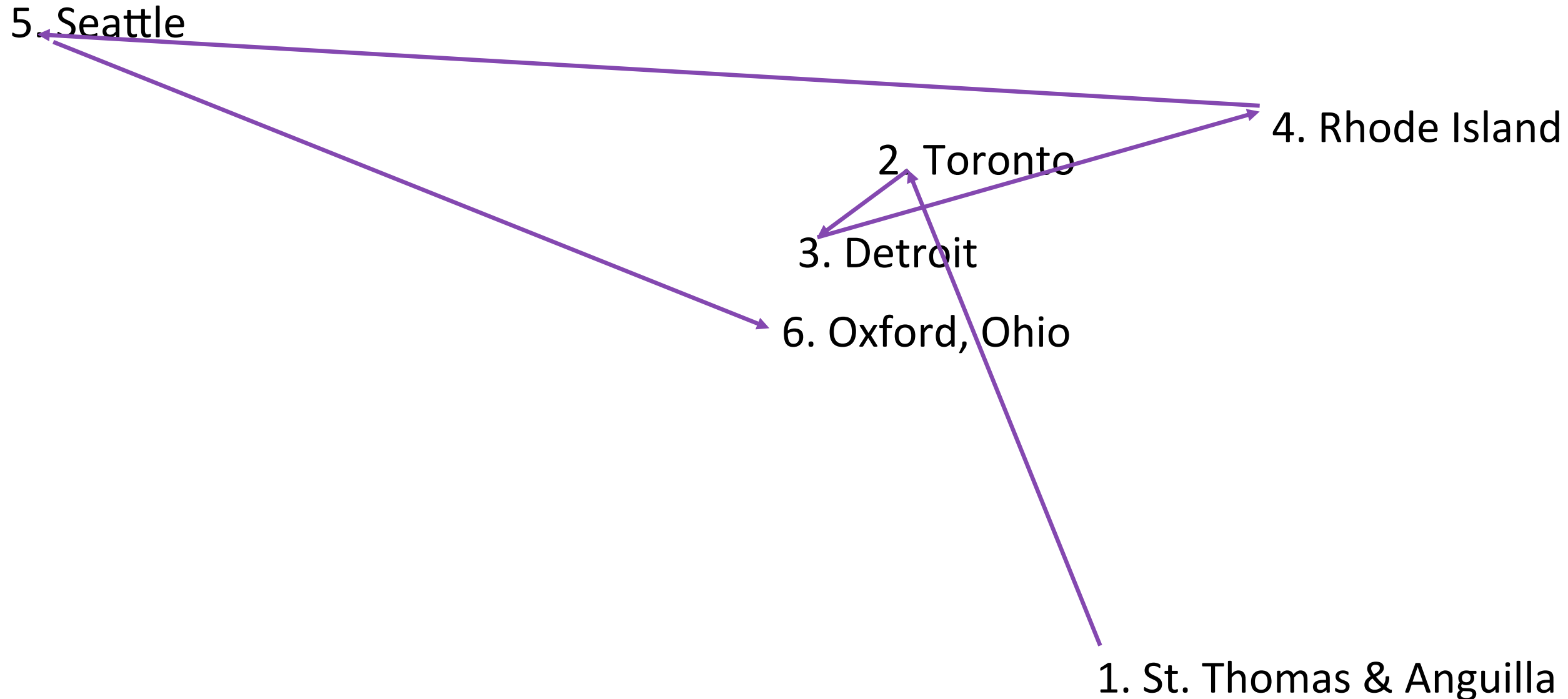


“Say That Again?” Enhancing Your Accent Acumen

Amber D. Franklin Ph.D. CCC-SLP

NCIHC STC Webinar Series, August 2015

My Path to Enhanced Accent Acumen



Why This Topic? Why Now?





AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

Making effective communication,
a human right, accessible and achievable for all.

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Accent Modification Services

ASHA Policy Documents

- [American English Dialects](#)
- [Social Dialects](#)
- [Definition of Communication Disorders and Variations](#)

Additional Resources

- ASHA's Sample Syllabi [Accent/Dialect Modification](#)
- ASHA's website [Phonemic Inventories Across Languages](#)
- ASHA's website [Useful Websites for Additional Information](#)
- ASHA's SIG (Special Interest Group) *Perspectives* Newsletter Articles
 - [Perspectives on Communication Disorders in Culturally and Linguistically Diverse Populations](#), July 2006 issue

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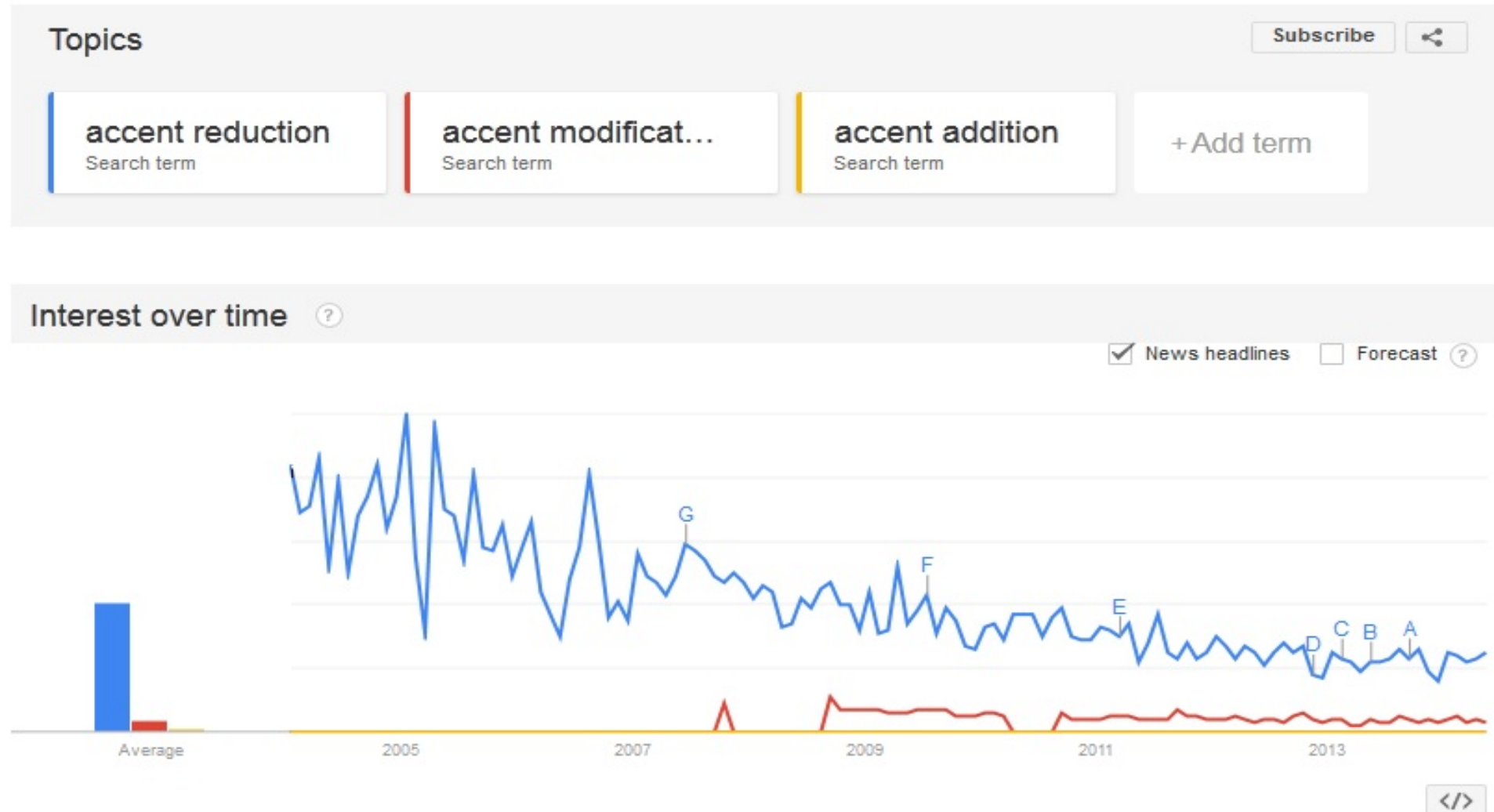
(Derwing & Munro, 2005; Sikorski, 2005; ASHA 1997)

What's in a name?

- ~~Accent elimination...~~
- Accent reduction...
- Accent modification...
- Accent addition?

(Burda Reiss, 2006; LaSalle, 2009)

Google Trends



My Philosophy

“Most adults who learn a second language will speak with a foreign accent which results from a number of **linguistic, biological, sociological and instructional variables**. The way we speak shapes our private and public identities. Therefore, effective approaches to pronunciation instruction **must consider the Speaker** as well as the speech.”

A. D. Franklin (2012).

Objectives

1. Describe the effects of native language(NL) sound structure on second language (L2) pronunciation
2. Explain the difference between accent, intelligibility and comprehensibility
3. Identify important areas of focus when addressing English pronunciation instruction

Factors Affecting Second Language(L2) Accent

1. Age of Learning



Younger language learners often more proficient in L2

But adults can still learn to improve L2 proficiency

Critical period vs. Sensitive period

“Ultimate attainment” in L2 is rare and should not be goal

2. Time Speaking L2

More time speaking L2 = greater proficiency



Q. Have you as a trainer ever asked your interpreters/students how much time they spend speaking English in their daily life?

Munro & Derwing (2008); Oh et al (2011)

Poll #1

3. Motivation

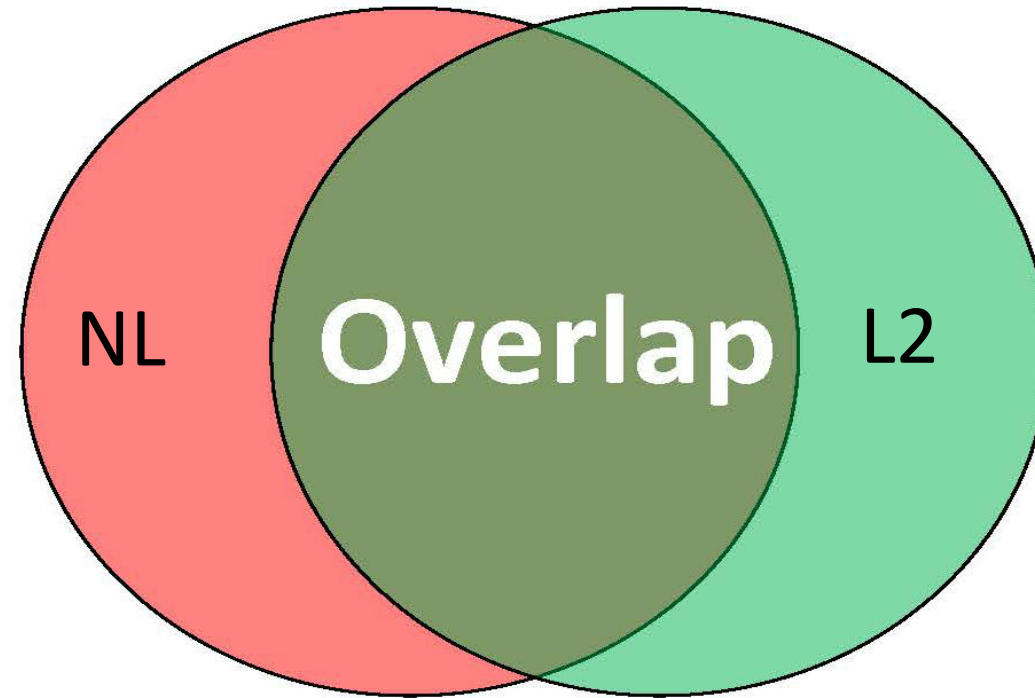
Instrumental motivation – practical goals

e.g. job, education, certification

Integrative motivation – affinity for TL culture and people

e.g. desire to engage socially

4. Overlap/Discrepancy Between NL and L2



Interference can occur between NL and L2 (Yavas & Goldstein, 1998)

Consider: Consonants and vowels, intonation and stress patterns, syllable structure

Objective #1: Describe the effects of native language(NL) sound structure on target language (L2) pronunciation

International Phonetic Alphabet (IPA)

1:1 representation of sound to symbol, **unlike spelling!**

E.g. “thought” /θɑt/

“through” or “threw” /θru/

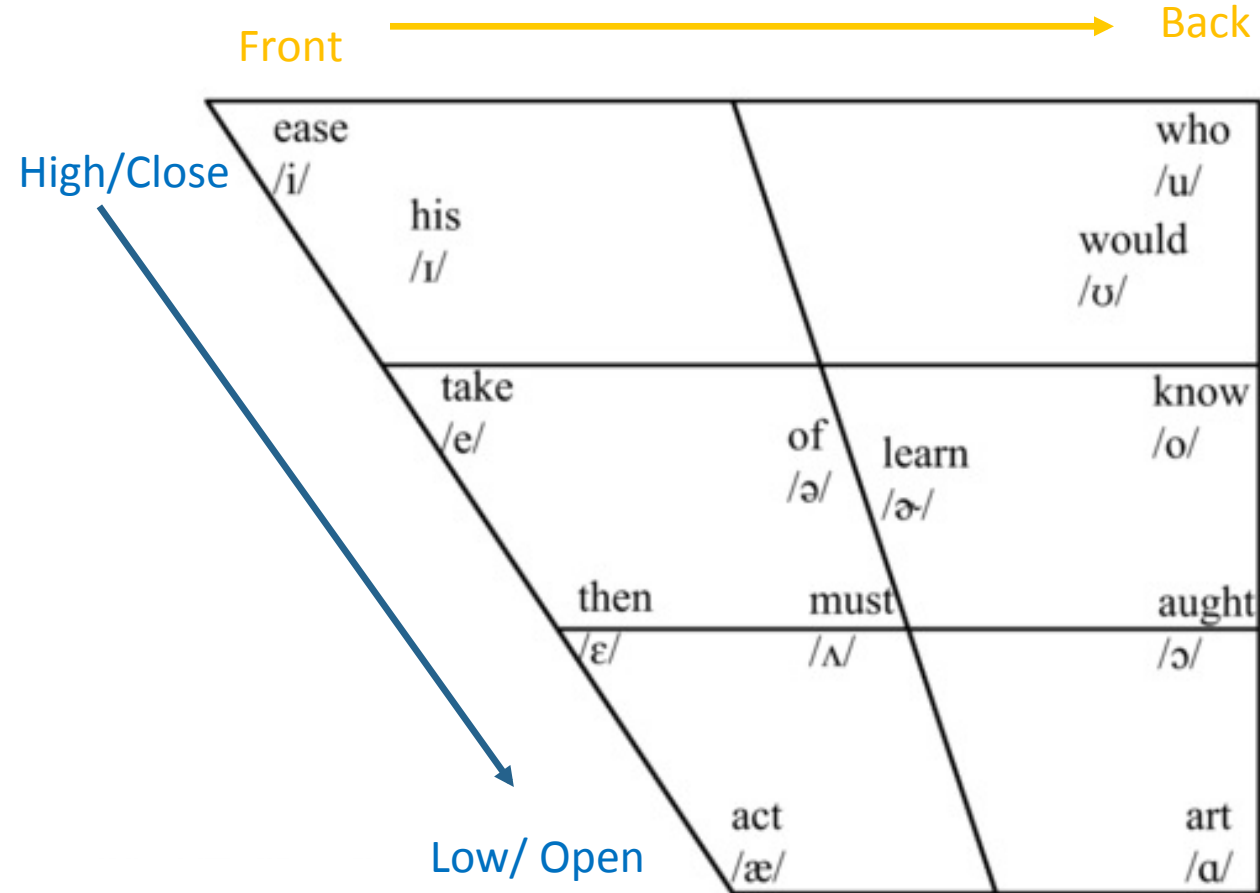
Used cross-linguistically

English “**sh**are”; French “**ch**ère” /ʃ/

International Phonetic Alphabet (IPA)

English IPA Vowel Chart

<http://allthingslinguistic.com/post/67308552090/how-to-remember-the-ipa-vowel-chart>



English IPA Consonants

<http://www.antimoon.com/resources/phonchart2008.pdf>

consonants

IPA	examples
b	<u>b</u> ad, lab
d	<u>d</u> id, lad <u>y</u>
f	<u>f</u> ind, if
g	<u>g</u> ive, fl <u>ag</u>
h	<u>h</u> ow, he <u>ll</u> o
j	<u>y</u> es, <u>y</u> ellow
k	<u>c</u> at, ba <u>ck</u>
l	le <u>g</u> , li <u>tt</u> le
m	<u>m</u> an, le <u>m</u> on
n	<u>n</u> o, te <u>n</u>
ŋ	si <u>ng</u> , fi <u>ng</u> er
p	<u>p</u> et, ma <u>p</u>
r	<u>r</u> ed, tr <u>y</u>
s	<u>s</u> un, mi <u>ss</u>
ʃ	<u>sh</u> e, cr <u>ash</u>
t	<u>t</u> ea, ge <u>tt</u> ing
tʃ	<u>ch</u> eck, <u>ch</u> ur <u>ch</u>
θ	<u>th</u> ink, bo <u>th</u>
ð	<u>th</u> is, mo <u>th</u> er
v	<u>v</u> oice, fi <u>v</u> e
w	<u>w</u> et, <u>w</u> indo <u>w</u>
z	<u>z</u> oo, la <u>z</u> y
ʒ	plea <u>s</u> ure, vi <u>s</u> ion
dʒ	<u>j</u> ust, la <u>rg</u> e

Compare and Contrast NL and L2



A **contrastive analysis** between NL and L2 can help explain what sounds an interpreter may have difficulty with.

Online Resources for Speech Sound Inventories

[The Speech Accent Archive](#)

[ASHA Phonemic Inventories Across Languages](#)

[Language Manuals List](#)

[Language Index](#)

Contrastive Analysis

Japanese & English Consonants

Sound classes	Shared phonemes	Unshared phonemes specific to English	Unshared phonemes specific to Japanese
Plosives	/p, b, t, d, k, g/		
Nasals	/n, m, ŋ/		/N/
Fricatives	/s, z, h/	/f, v, θ, ð, ʃ, ʒ/	/ϕ, ç/
Affricate	/tʃ, dʒ/		/dʑ, tɕ/
Approximants: liquid glide	/r/ /j, w/	/l, ɹ/	

(Avery & Ehrlich, 1992; Ingram & park, 1997; Keating & Huffman, 1984; Tsujimura, 1996)

Contrastive Analysis

Japanese & English Vowels

Sound classes	Shared phonemes	Unshared phonemes specific to English	Unshared phonemes specific to Japanese
High front	/i/	/ɪ/	
Mid front	/e/	/ɛ/	
Low front		/æ/	
Mid central		/ə, ʌ/ /ǝ, ɜ~/	
Low central			/a/
High back		/u, ʊ/	/ɯ/
Mid back	/o/	/ɔ/	
Low back		/ɑ/	

(Avery & Ehrlich, 1992; Ingram & park, 1997; Keating & Huffman, 1984; Tsujimura, 1996)

Japanese Speech Rules

Only nasals (e.g. /m, n, ŋ/) as final consonants

No consonant clusters (e.g. /spr, kr, spl/)

Simple CV or V syllable shapes

Stress and Rhythm

Languages have different timing structures

Spanish, Italian, French - Syllable-timed

English, German, Arabic - Stress-timed

English rhythm based mostly on the contrast of **stressed** and **unstressed** syllables



Sample Sentence

“The examination revealed several abnormalities that
concerned the physician.”

3 characteristics of stressed syllables in English

1. L o n g e r

2. Louder

3. Higher pitched

e.g. Casino, Oven, Examine vs. Examination, Medicine vs. Medication

Content vs. Function Words

- Content words:
 - nouns, verbs, adjectives, adverbs
- Function words:
 - pronouns, articles, prepositions, conjunctions
- E.g. The medication has some side effects such as nausea and headache.

QUESTIONS???

Objective #2: Explain the difference between accent, intelligibility, and comprehensibility

Intelligibility



The extent to which a **naïve** listener actually understands an utterance

Usually measured by % of utterance accurately transcribed

Please type the sentence you hear using the chat function

“The moon and wind turned the sugar cane fields into oceans of sparkling green waves”

Accentedness



Sample 1



Sample 2



A listener's perception of how different a speaker's accent is from that of the TL community

Accentedness								
1	2	3	4	5	6	7	8	9
No								Extremely
Accent								Strong

Please chat your rating for each audio sample

Comprehensibility



Sample 1



Sample 2



A listener's perception of how difficult it is to understand an utterance, listener effort

Comprehensibility								
1	2	3	4	5	6	7	8	9
Extremely Easy								Extremely Difficult

Please chat your rating for each audio sample

Fluency



Sample 1



Sample 2



A listener's perception of how smooth and free-flowing a speaker's speech is.

Fluency								
1	2	3	4	5	6	7	8	9
Extremely Fluent								Extremely Dysfluent

Please chat your rating for each audio sample

QUESTIONS???

Objective #3: Identify important areas of focus when addressing English pronunciation instruction

Goals of Accent Modification

- Modification of foreign accent
- Improved intelligibility
- Improved comprehensibility
- Improved confidence

Considerations in Accent Modification

1. Sound structure of the interpreter's NL
2. Speech elements to address during instruction
3. Method of instruction
4. The methods used to document change

Example with Spanish-Accented English

[Speech Accent Archive: Spanish Chart](#)

[Speech Accent Archive: English Chart](#)

Example: Spanish – English Consonant Contrast

Sound classes	Shared phonemes	Unshared phonemes specific to English	Unshared phonemes specific to Spanish
Plosives	/p, b, t, d, k, g, r/		
Nasals	/n, m/	/ŋ/	/ɲ/
Fricatives	/s, z, f, θ, ð/	/f, v, ʃ, ʒ, h/	/β, ɣ, x/
Affricate	/tʃ/	/dʒ/	
Approximants: liquid glide	/, l/ /j, w/	/ɹ/	/ʎ/
Trill			/r/

Example: Spanish – English Vowel Contrast

Sound classes	Shared phonemes	Unshared phonemes specific to English	Unshared phonemes specific to Japanese
High front	/i/	/ɪ/	
Mid front	/e/	/ɛ/	
Low front		/æ/	
Mid central		/ə, ʌ/ /ǝ, ɜ~/	
Low central			/a/
High back	/u/	/ʊ/	
Mid back	/o/	/ɔ/	
Low back		/ɑ/	

Speech Elements to Address

- **Prosody:** Rhythm, Stress Patterns, Rate, Loudness
- **Segments:** Consonants, Vowels, Syllable Shapes

Derwing et al. (1998), Derwing & Munro (2005), Ferrier et al. (1999) Pennington & Richards (1986)

What would you work on with this speaker?

Sentence 1



“Why is it that all the people in your portraits look so sad?”

What would you work on with this speaker?

Sentence 1



“Why **is it th**at all **th**e people in your portraits**s** look **so s**ad?”

- Separate words, avoid contractions
- “that” and “the” /ð/ → /d/
- Plural /s/
- “so” and “sad” /s/ → /ʃ/

What would you work on with this speaker?

Sentence 2



“The sun died at night”

What would you work on with this speaker?

Sentence 2



“The sun died at night”

- Separate words
- “the” /ð/ → /d/
- Word endings “died”
- Vowel in “sun” /ʌ/ → /a/

What would you work on with this speaker?

Sentence 3



“Each one volunteered to jump first”

What would you work on with this speaker?

Sentence 3



“Each **one** **v**olunteered**d** to jum**p** first”

- Word and sentence stress
- Word endings “one” and “volunteered” “jump”
- /v/ in “volunteered” /v/ → /f/

What would you work on with this speaker?

Sentence 4



“He can differ radically with a man, yet still respect and admire him personally”

What would you work on with this speaker?

Sentence 4



“He can **differ** radically with a man, **y**et **st**ill respect and admire him personally”

- Word and sentence stress
- Intonation
- /j/ in “yet” /j/ → /dʒ/
- /st/ cluster in “still”

Factors to consider in target selection

1. Begin with targets that promote success
2. Consider effect of target on intelligibility (functional load)
3. Hierarchical approach to instruction
4. Client's personal goals

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Functional Load

The influence that certain errors have to speech intelligibility.

High Functional Load



Errors in vowels

/ɪ/ → /i/

“sit” → “seat”



Errors in final /b,d,g/

/b/ → /p/

/g/ → /k/

/d/ → /t/

Low Functional Load



Errors in /ʒ/

“beige, measure”



Errors in / ð/

“them, this”



"My goodness, Mr. Grtptzsk —
how long has it been since
you had a vowel movement."

Vowel Accuracy: Spanish Female

/i/

- EAT
- SEEN
- LEAST
- STEAL

/ɪ/

- IT
- SIN
- LIST
- STILL



Using Minimal Pairs

Minimal Pairs are words that differ by only one speech sound (phoneme).

Word Pair	Sound Contrast
B <u>e</u> t vs. B <u>a</u> t	/ɛ/ vs. /æ/
Se <u>a</u> t vs. Se <u>e</u> d	/t/ vs. /d/
<u>T</u> hose vs. <u>D</u> oze	/θ/ vs. /d/

Minimal Pair Lists Online

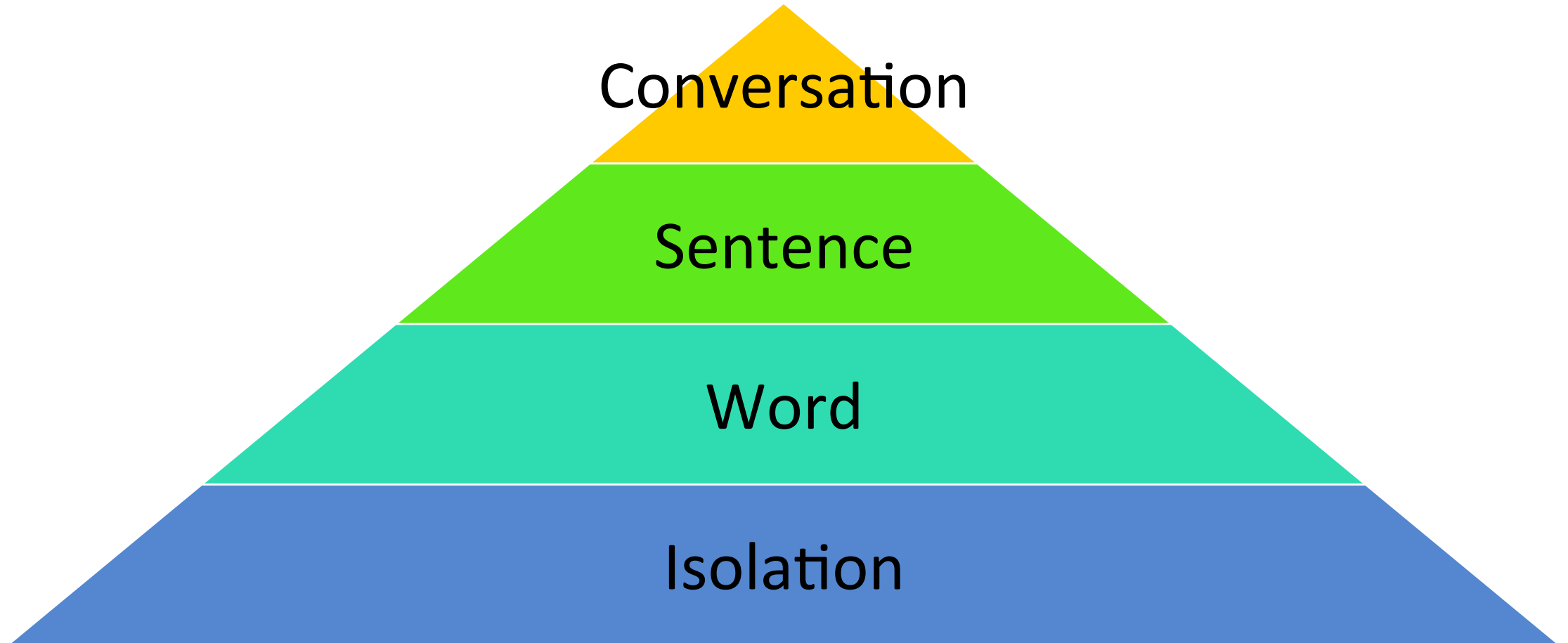
[Consonant Minimal Pair List](#)

[Vowel Minimal Pair List](#)

Factors to consider in target selection

1. Begin with targets that promote success
2. Consider effect of target on intelligibility (functional load)
3. Hierarchical approach to instruction
4. Client's personal goals

Hierarchical approach to instruction



Other Resources

Package

[American Speech Sounds for Healthcare Professionals](#)

Books

- Teaching Pronunciation: A Course Book and Reference Guide with CDs 2nd Edition (2010) [Celce-Murcia](#), [Brinton](#), [Goodwin](#), & [Griner](#)
- Teaching American English Pronunciation 1st Edition (1992) [Avery](#) & [Ehrlich](#)

Factors to consider in target selection

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A. D. Franklin (2012).

QUESTIONS???

Thank You! Please, stay in touch!

email me: franklad@miamioh.edu

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- Next webinar: **October 29, 2015**
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- Session Evaluation
- Follow up via email:
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