

TODO QUE NECESITAS SABER



SPANISH CULTURE, TRADITIONS, AND LANGUAGE MANUAL

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Spanish

Alternate Names & Spellings: Español, Castellano, Castilian

Language Family: Indo-European, Italic, Romance, Italo-Western, Western, Gallo-Iberian, Ibero-Romance, West Iberian, Castilian

Official Language of: Panama, Uruguay, Venezuela, Mexico, Nicaragua, Paraguay, Peru, Puerto Rico, Spain, Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras

Also Spoken In: United States

Spoken by Approximately: 322,299,000 people

(Retrieved from Accredited Language Services, 2010)



International Population

According to the US Census Bureau, results from the 2006 American Community Survey indicated that, as of July 1, 2006, the following population data was recorded in regards to the Hispanic population in the USA:

- 44.3 million Hispanics—14.8% of the total population (299 million)
- Hispanics accounted for one-half of the nation's growth
- Hispanic growth rate (24.3 %) was more than three times the growth rate of the total population (6.1%)

In the U.S., Spanish has a long history in the United States (many southern states were part of Mexico and Spain) and it recently has been revitalized by much immigration from Latin America. Spanish is the most widely taught foreign language in the country. Although the U.S. has no formally designated "official languages", Spanish is formally recognized at the state level, beside English; in the U.S. state of New Mexico 30 per cent of the population speak it. Spanish is the dominant spoken language in Puerto Rico. In total, the U.S. has the world's fifth-largest Spanish-speaking population.

Table 1 displays the type of origin, population size and percentage of the Hispanic population in the USA (US Census Bureau, 2006):

Table 1

Country of Origin	Number	Percentage
Total	44, 252, 278	100.0
Mexican	28, 339, 354	64.0
Puerto Rican	3,987,947	9.0
Cuban	1,520,276	3.4
Dominican	1,217,225	2.8
Central America *	3,372,090	7.6
South America ^	2,421,297	5.5
Other Hispanic *^	3,394,089	7.7

* Refer to Table 2; ^ Refer to Table 3; *^ Refer to Table 4

As indicated by the data, the highest populations of Hispanics in the United States are from Mexico followed by Puerto Rico, and Central America. To further explore the Hispanic population from the countries of Central and South America, *Table 2* and *Table 3* indicates the breakdown of the population from each country in the United States.

According to the U.S. Census Bureau 2000, *Table 2* displays a breakdown of the country of origin for individuals of **Central American decent in the United States**:

Table 2

Country	Population	Percentage of Central American population
El Salvador	817, 336	40.3
Guatemala	480, 665	23.7
Honduras	282, 852	14.0
Nicaragua	220, 335	10.9
Panama	105, 177	5.2
Costa Rica	71, 870	3.5
Other Central America	47, 915	2.4

According to the U.S. Census Bureau 2000, *Table 3* illustrates the country of origin of the **South American population in the United States**:

Table 3

Country	Population	Percentage of South American Population
Colombia	470, 684	34
Ecuador	360, 559	26
Peru	233, 926	17
Argentina	100, 864	7
Venezuela	91, 507	6.5
Chile	68, 849	5
Bolivia	42, 068	3
Uruguay	18, 804	1.3
Paraguay	8, 769	.06

According to the U.S. Census Bureau 2000, *Table 4* demonstrates the country of origin of the population people classified under the title of other Hispanics. *Table 4* represents the countries of origin of individuals classified under other Hispanic. Individuals classified under other Hispanic are any response collected by the U.S. Census that the following categories were selected (*Hispanic Not Specified, Spaniard, etc*).

Table 4

Country	Population
Spain	299, 948
Equatorial Guinea	Not specified
Easter Island - Polynesia	Not specified
Other	Not specified

The following tables represent the highest population of Hispanics in the United States, ranked by state, county and region (US Census Bureau, 2006).

Top Five States by Hispanic Population Size: 2006

Rank	State	Population Size
1	California	13, 073, 156
2	Texas	8, 385, 139
3	Florida	3, 646, 499
4	New York	3, 139, 456
5	Illinois	1, 886, 933

Top Five Counties by Hispanic Population Size: 2006

Rank	County	Population Size
1	Los Angeles County, CA	4, 706, 994
2	Harris County, TX	1, 484, 311
3	Miami-Dade County, FL	1, 471, 709
4	Cook County, IL	1, 200, 957
5	Maricopa County, AZ	1,129, 556

Hispanic Population by Region: 2006

Rank	Region	Population Size
1	West	18, 864, 823
2	South	15, 373, 215
3	Northeast	6, 102, 314
4	Midwest	3, 977, 686

Geographical Distribution of the Language: Spanish-speaking Countries by Population



Country	Population
Mexico	106,535,000
Spain	45,200,737
Colombia	44,075,701
Argentina	41,000,000
United States	34,000,000*
Peru	28,674,757
Venezuela	28,199,822
Chile	16,598,074
Guatemala	13,354,000
Ecuador	13,341,000
Cuba	11,268,000
Dominican Republic	9,760,000
Bolivia	9,525,000
Honduras	7,106,000
El Salvador	6,857,000
Paraguay	6,127,000
Nicaragua	5,603,000
Costa Rica	4,468,000
Puerto Rico	3,991,000
Panama	3,343,000
Uruguay	3,340,000
Jamaica	2,651,000**
Trinidad and Tobago	1,305,000**
Equatorial Guinea	507,000
Western Sahara	382,617**
Belize	314,275**
Andorra	71,822
Gibraltar	28,875

**Significant numbers of the populations of these countries speak Spanish

CULTURE

History of the Spanish Language

The Spanish language originated in the Southwest region of Europe known as the Iberian Peninsula. Sometime before the end of the 6th century BC, the region's first inhabitants, the Iberians, began to mingle with the Celts, a nomadic people from central Europe. The two groups formed a people called the Celtiberians, speaking a form of Celtic.

Under Roman rule, in 19 BC, the region became known as Hispania, and its inhabitants learned Latin from Roman traders, settlers, administrators, and soldiers. When the classical Latin of the educated Roman classes mixed with the pre-Roman languages of the Iberians, Celts, and Carthaginians, a language called Vulgar Latin appeared. It followed the basic models of Latin but borrowed and added words from the other languages.

Even after the Visigoths, Germanic tribes of Eastern Europe, invaded Hispania in the AD 400s, Latin remained the official language of government and culture until about AD 719, when Arabic-speaking Islamic groups from Northern Africa called Moors completed their conquest of the region. Arabic and a related dialect called Mozarabic came to be widely spoken in Islamic Spain except in a few remote Christian kingdoms in the North such as Asturias, where Vulgar Latin survived.

During the succeeding centuries, the Christian kingdoms gradually reconquered Moorish Spain, retaking the country linguistically as well as politically, militarily, and culturally. As the Christians moved South, their Vulgar Latin dialects became dominant. In particular, Castilian, a dialect that originated on the Northern Central plains, was carried into Southern and Eastern regions.



(Retrieved from Accredited Language Services, 2010)

Castilian & Andalusia

The resulting language was a hybrid because Castilian borrowed many words from Mozarabic, and modern Spanish has an estimated 4,000 words with Arabic roots. The creation of a standardized Spanish language based on the Castilian dialect began in the 1200s with King Alfonso X, who was called the Learned King of Castile and Leon. He and his court of scholars adopted the city of Toledo, a cultural center in the central highlands, as the base of their activities. There, scholars wrote original works in Castilian and translated histories, chronicles, and scientific, legal, and literary works from other languages (principally Latin, Greek, and Arabic). Indeed, this historic effort of translation was a major vehicle for the dissemination of knowledge throughout ancient Western Europe. Alfonso X also adopted Castilian for administrative work and all official documents and decrees.

The Castilian dialect of Spanish gained wider acceptance during the reign of the Catholic monarchs Isabella of Castile and Ferdinand of Aragon, who completed the reconquest of Spain in 1492 by pushing the Moors from their last stronghold in the southern city of Granada. Isabella and Ferdinand made Castilian the official dialect in their kingdom. In the same year the Moors were defeated, an important book appeared: Antonio de Nebrija's *Arte de la lengua castellana* (The Art of the Castilian Language). It was the first book to study and attempt to define the grammar of a European language.

The Castilian dialect of Toledo became the written and educational standard in Spain, even though several spoken dialects remained. The most noteworthy was Andalusian, a dialect spoken in the southern city of Seville in the Andaluca region.

(Retrieved from Accredited Language Services, 2010)

Spanish around the World



Spanish in the Americas

Beginning in the 1400s, Spanish explorers, conquistadors, and colonizers carried their language to Central America, South America, and parts of North America.

Both the Castilian and Andalusian dialects made the trip. Castilian was used in administrative and cultural centers such as Mexico City, Mexico; Potosí, Bolivia; and Lima, Peru. These cities retained close links to the Spanish capital of Madrid, which was in the

Castile region. But because many of the people involved in expeditions were from Andalucía, the Andalusian dialect also traveled to the Spanish colonies. It became dominant in Argentina and Central America, which were regions remote from the influence of the Spanish government's administrative centers. Spain lost control of its American colonies in the 1800s, but the Spanish language remained and is now the official language of almost every Latin American nation.

The Spanish spoken in the Americas differs somewhat from European Spanish today because many words were borrowed from the languages of the indigenous peoples. Most of these words reflect features unique to the new territories, such as proper names, plants and animals, and geographic features.

(Retrieved from Accredited Language Services, 2010)

Spanish Language in the United States



In 1565 Spanish conquerors and explorers established the settlement of Saint Augustine in what is now Florida. It was the first permanent European settlement in what is now the United States. In the 1600s and 1700s Spanish explorations and settlements extended the Spanish language North from Mexico into present-day Arizona, California, Southern Colorado, New Mexico, and Texas. When the United States annexed these areas following the Mexican War (1846-1848), many of the region's Spanish-speaking inhabitants remained, creating a distinct linguistic and cultural population in the Southwestern United States.

After the Spanish-American War (1898), the United States gained control over Cuba, Guam, the Philippines, and Puerto Rico. Over time, many Spanish speakers from these countries moved to the mainland of North America. The immigrants primarily settled in neighborhoods in California, Florida, New York, and New Jersey, where they continued to use Spanish.

Immigration by Spanish speakers further increased during the 20th century. Many legal and illegal immigrants crossed the border between Mexico and the United States to work in agriculture and industry, and other immigrants fled political instability in Chile, Cuba, El Salvador, Guatemala, and Nicaragua. Also, many Latin American students came to North America to study at colleges and universities.

The presence of Spanish in American culture grew throughout the late 20th century. As more native Spanish speakers sent their children to school, elementary and high schools established bilingual classes. Television executives also recognized the Spanish-speaking market and created television networks and shows in Spanish. The government printed forms and tests in Spanish. By the 1990s more than 17 million people in the United States spoke Spanish as their primary language at home.

Spanish Language in the Philippines



In the Philippines, which were incorporated into the Spanish Empire in the mid-16th century, Spanish served as the language of the ruling class, of civil and judicial administration, and of culture. Because Mexico often mediated communication between the Philippines and Spain, Philippine Spanish in general is similar to the Castilian dialect used in Mexico. In 1898, at the conclusion of the Spanish-American war, Spain ceded the Philippines to the United States. For many years afterwards, Spanish was one of the official languages of the Philippines, along with English and Tagalog. Today, Spanish is no longer an official language, and its usage has gradually declined.

(Retrieved from Accredited Language Services, 2010)

Spanish Society & Culture

Spanish Family Values

- The family is the basis of the social structure and includes both the nuclear and the extended family, which sometimes provides both a social and a financial support network.
- Today, it is less common than previously for family members to work in a family business, as personal preferences are important and university education is general.
- The structure and the size of the family vary, but generally, people live until longer lives, have fewer children than before, and fewer people live in their homes with extended family.
- Familial networks have become less tight. The greatest changes have occurred inside families, between men and woman, and the parents and children because the values that inspire these relations have changed.

Machismo

- Machismo is the word for male dominance, and the culture of old men who created it has changed dramatically.

Religion

- The majority of Spaniards are formally Roman Catholic, although different religious beliefs are accepted.
- During the history of Spain, there have been long periods of where different religious groups have coexisted, including Muslims, Jews and Christians.
- Still some traditions manifest more like a cultural event than a religious one. During Holy Week, many participants of the processions wear peaked, black hats as the sign of a penitent and walk barefoot, carrying a burden of some kind.
- Religious history is apparent in every small town, where the most grandiose building is typically the church. In the large cities the Cathedrals are almost museums.

Meeting Etiquette

- When introduced expect to shake hands.
- Once a relationship is established, men may embrace and pat each other on the shoulder.
- Female friends kiss each other on both cheeks, starting with the left.
- People are often referred to as Don or Dona and their first name when in formal occasion as a general rule.
- Many men use a two-handed shake where the left hand is placed on the right forearm of the other person.

Relationships & Communication

- The Spanish prefer to do business with those they know and trust.
- It is important that you spend sufficient time letting your business colleagues get to know you.
- Face-to-face contact is preferred to written or telephone communication.
- The way you present yourself is of critical importance when dealing with Spaniards.
- It is best to display modesty when describing your achievements and accomplishments.
- Communication is formal and follows rules of protocol.
- Avoid confrontation if at all possible. Spaniards do not like to publicly admit that they are incorrect.
- Trust and personal relationships are the cornerstone of business.
- Spaniards, like many societies, are concerned that they look good in the eyes of others and try to avoid looking foolish at all times.

Business Meeting Etiquette

- Appointments are mandatory and should be made in advance, preferably by telephone or fax. Reconfirm in writing or by telephone the week before.
- You should try to arrive on time for meetings.
- The first meeting is generally formal and is used to get to know each other. Do not be surprised if no business is actually conducted during the first meeting.
- Agendas are often used but not always needed to be followed too strict.
- Make sure all your printed material is available in both English and Spanish.
- Not all businesspeople speak English, so it is wise to check if you should hire an interpreter.
- Most Spaniards do not give their opinion at meetings. Therefore, it is important to watch their non-verbal communication.

Dress Etiquette

- Business dress is stylish yet, conservative.
- Elegant accessories are important for both men and women

(Retrieved from Kwintessential, 2010)

Cultural Do's and Don'ts with Central Americans--*El Salvador, Guatemala, Mexico*

Cultural Do's:

1. Communicate in an indirect style.
2. Take time to develop personal relationships.
3. Be aware time is flexible.
4. Emphasize and build trust.
5. Be friendly in business dealings.
6. Recognize that physical contact is common with conversing.
7. Know that, generally, Latin Americans stand relatively close during conversation.
8. Acknowledge official titles.
9. Give clear instructions and directions.
10. Make an effort to understand Central American cultural values.

Cultural Don'ts:

1. Be too direct or aggressive.
2. Do business without first establishing a personal rapport.
3. Embarrass anyone in front of others.
4. Ask "yes" or "no" questions (if it can be avoided).
5. Pull away in conversation because of someone standing too close.
6. Ignore the importance of status.
7. Opine of Central American/US political issues.
8. Expect your authority to be challenged, even when you're wrong.
9. Assume that "yes" always means "yes".
10. Be afraid to learn some Spanish words and phrases.

(Retrieved from English League, 2010)

TRADITIONS

Spanish Dance

The concept of Spanish dance immediately conjures up images of the strumming guitars, stomping feet and bright dresses of flamenco. While many people make this common connection between Spain and flamenco, a plethora of traditional dances from Spain's various regions weave into the lengthy history of Spanish dance. For example, not many people would ever expect to visit Spain and hear the music of bagpipes and tambourines floating through the air, yet it is the traditional music accompanying Spanish dance across northern Spain!



For almost as long as man has existed he has used dance as a form of communication and personal expression. Spain is certainly no exception. Ritualistic dances commemorating battles and other war-related themes were the first to appear, and centuries later during the Middle Ages, structured religious-themed ritual dances were recognizable.

During the Baroque period, gypsies arrived to the Iberian continent and the growing popularity of the gypsy music and dance, flamenco, eagerly formed part of the history of Spanish dance. The rest is history- or rather Spanish dance history- as flamenco has since become both a national and international sensation.

(Retrieved from Enforex, 2010)

Traditional Spanish Dances

Jota Aragonesa: This typical dance hails from the north of Spain, namely Aragón, and features a fast tempo as couples dance with their hands raised high above their heads playing castanets. Moorish influences are probable, as it is loosely attributed to a Moorish poet who was kicked out of Valencia during the 12th century.

Sardana: Several couples join hands and dance in a closed circle in this traditional dance from Catalonia.

Muñeira: Danced in twos or alone along to the music of bagpipes, this traditional "Miller's Dance" is typical throughout Galicia and Asturias.

Zambra: The zambra began as a Moorish dance, but with monarchs Fernando and Isabel's reconquista of Spain, the Moors were able to conserve the dance by adapting it to Spanish dance customs.

Bolero: One of the oldest and most traditional dances of the history of Spanish dance, the bolero is a quick Spanish dance boasting sudden pauses and sharp turns.

Fandango: At one point the most famous dance of Spain, the fandango is a lively, happy Spanish danced in two's.

Paso doble: A quick one-step Spanish dance.

Flamenco: A passionate dance hailing from gypsies, flamenco is internationally famous. Learn more!

Sevillana: Lively and joyous dance typical of Seville and reminiscent of flamenco that features four distinct parts.

(Retrieved from Enforex, 2010)

Spanish Music

From the typical music of bagpipes echoing throughout the northern region of Galicia to the feisty strumming of the flamenco guitar in Andalucía, Spanish music is truly one of the high points of Spain's resplendent culture. Traditional music spanning centuries along with popular singers tearing up the charts today put Spanish music in a category of its own.

(Retrieved from Enforex, 2010)



Spanish Festivals

Winter, spring, summer or fall, your travels in Spain are sure to coincide with at least one of the many Spanish festivals filling up Spain's jam-packed cultural calendar. Spaniards are masters within the universe of celebrations and festivals, and a trip to Spain will quickly show you just that.



From Sevilla's joyous Feria de Abril to the chaotic Running of the Bulls in Pamplona, Spanish festivals range from regional to national, from one day to entire weeks, from festive partying to solemn processions, and everything in between.

These festivals provide visitors with a wonderful display of traditions and culture. What's more, our **Enforex** schools, located in Spain's most culture-packed cities, are open all year round; that way you can learn Spanish while experiencing incredible Spanish festivals!



The chaotic running of the bulls, or el encierro, is the most characteristic and internationally renowned part of the sanfermines. The running of the bulls takes place everyday at eight in

the morning and consists of a crowd of primarily young men who run ahead of the clamoring bulls through an 830-meter stretch of cobbled road and into the city's bullring. After each morning is greeted with the daily Running of the Bulls, bullfights liven up each afternoon, and parades featuring bands of music and enormous giants constantly wind through the streets. On July 7th, a procession dating back to the 13th century boasts music and enormous crowds as it passes through Pamplona in honor of San Fermín.

(Retrieved from Enforex, 2010)

Geography of Spanish Foods

The basis of the history of Spanish food of course has to do with its geographical situation. First of all, the country is located on the Iberian peninsula and is therefore almost entirely surrounded by the waters. Naturally, due to this fortunate location, seafood forms one of the pillars of Spain's gastronomy and categorizes the country as having a Mediterranean diet. The rest of Spain is a diverse terrain made up of mountain ranges, lush pastures, fertile farmgrounds, extensive coastlines and more, which together provide quite the variety of fresh products. For example, Spain's famous hams are cured high in the mountains, vineyards and olive groves sprawl across expanses of land, and fresh fruits and vegetables hail from throughout the country.

(Retrieved from Enforex, 2010)

Spanish Eating Customs: Meals

A normal day's breakfast- or desayuno- typically consists merely of a cup of coffee, although it's also commonplace to accompany your steaming café con leche with a croissant or other pastry. While an American traditional breakfast has pancakes, bacon, and eggs, the Spanish "traditional" breakfast consists of the vastly popular churros, served sprinkled with sugar or dunked in hot chocolate.

Spaniards eat their lunch, or comida, between 2:00 and 4:00 in the afternoon. Serving as the day's main meal, it is traditionally quite a bit larger than the dinner meal, or cena. A typical lunch will have several courses. The first course is the lighter part of the meal, usually consisting of a salad or soup, while the second course is normally your typical fish or meat dish. A dessert can be a simple piece of fruit, a typical Spanish flan, or a sweet pastry or cake.

While there are of course many people who eat full meals, the Spanish dinner (cena) is traditionally much smaller than the midday comida. It often consisting of something lighter like a salad, a sandwich, or a selection of tapas. Spaniards eat late for this final meal of the day- even more so on weekends and during the summer- sitting down to eat anytime from 9:00 until 11:00 in the evening

(Retrieved from Enforex, 2010)

Spanish Eating Customs: Siesta

No, it's not a myth. Yes, the infamous siesta really does exist. It began long ago as after eating the large mid-day meal farmworkers needed to rest and digest before going back out to work the fields. While this daily break doesn't necessarily include a nap, businesses and stores do shut down for about two hours and many people return home to eat with their families.

(Retrieved from Enforex, 2010)

Authentic Spanish Recipes can be found in the appendix

Most Common Spanish Dialects

Spanish is not a homogenous language. As a result of centuries of evolution across the world, nearly every Spanish-speaking country has its own dialect.

Neutral Spanish

This dialect uses generic terms to avoid colloquialisms and potentially offensive language. It also includes some verb tenses that have disappeared from other varieties of Spanish. The result is a dialect that can be understood by almost all Spanish-speakers.

When to use:

This is the most universally recognized variant of the Spanish language. Translate documents into Neutral Spanish when the material will be used across many Spanish-speaking countries and your budget doesn't permit tailored translations.

Also known as:

Standard Spanish, Global Spanish, or Universal Spanish

Castilian Spanish

From the region of Castile, this dialect became the language of a unified Spain. The Real Academia Española (Royal Spanish Academy) upholds the purity of this dialect.

When to use:

This is the variant of Spanish used in Spain and should be used for all documents intended for that country.

Can also refer to:

The dialect of North-Central Spain, as opposed to Spanish dialects spoken in other regions of Spain (ex. Andalusian in the South).

Standard Spanish (see above).

Latin American Spanish

This includes all of the Spanish language dialects found throughout Latin America. These vary in grammar, idiomatic expressions, and vocabulary from Castilian Spanish and from each other. These dialects particularly differ from European Spanish in the use of loan words from English (i.e. email instead of correo electrónico).

When to use:

For documents that will be used in a particular Latin American country, be sure to localize your translation to the proper Spanish dialect.

United States Spanish

An estimated 70% of Hispanic households in the United States speak Spanish at home. This includes immigrants and descendants of immigrants from every Latin American country, resulting in a complex mix of dialects and cultures. For example, the Spanish spoken in New York City often has a Puerto Rican influence, while the Spanish in Los Angeles is closer to that spoken in Mexico.

When to use:

Translating documents to be understood by Spanish-speakers in the United States taps into a large potential market. It also poses its own set of challenges. Consider which market you are targeting and tailor your translation accordingly.

(Foreign Translations, 2010)



LANGUAGE

Spanish Language

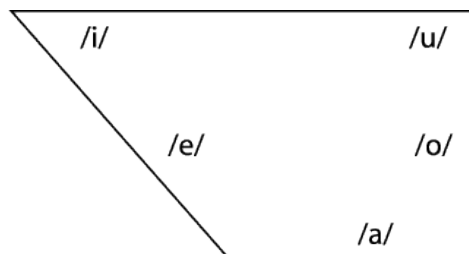
Phonology:

There are many similarities in the phonologies of English and Spanish (Bilingualistics, 2007). Both English and Spanish use the same alphabet; however the Spanish sound system is more concise (Bilingualistics, 2007). There are 18 consonant and 5 vowel phonemes in Spanish (Goldstein, 1996). A number of consonants have associated allophonic variations. For example, the voiced /b, d, g/ become the voiced spirants (B as in *bebe*, th as in *dado*, g as in *delgado*) in certain linguistic environments typically intervocalically. Acceptable consonant clusters are /pl, pr, bl, br, tr, dr, kl, kr, gl, gr, fl, fr/, and only five singleton consonants can appear in the final-word position: /l, r, d, n, s/ (Goldstein, 1996). Compared to the phonology in English, Spanish phonology does not contain the English glottal /ʔ/, the voiced affricate /dʒ/ (judge), the voiced /ð/ and unvoiced /θ/ (thigh, thy), the voiced /ʒ/ and unvoiced /ʃ/ (azure, shy), the /z/, the /ŋ/ (sing), and the flap /r/ (as in butter) (Bilingualistics, 2007). The following table illustrates the Spanish sound system.

Table 2: Consonant chart for Spanish (Jimenez, 1987).

	Bilabial	Labio-dental	Inter-dental	Alveolar	Palatal	Velar	Glottal
Stops	p b			t d		k g	
Fricatives		f		s		x	
Affricates					ʎ ɟ		
Nasals		m			n	ŋ	
Lateral				l			
Tap-trill				ɾ r			
Glides		w			j		w

Spanish phonology contains five vowels and 13 diphthongs. The Spanish vowels consist of /a/ as in *cart/casa*, /e/ as in *pet/ pepe*, /i/ as in *tea/si*, /o/ as in *no/yo*, /u/ as in *guru/uno*. The following chart illustrates the Spanish vowels (Athabasca University, 2010):



Spanish has 13 diphthongs with six falling diphthongs (i.e. stress is low to high) and eight rising diphthongs (i.e. stress is high to low). The following chart displays the 13 diphthongs found in the Spanish language:

Diphthongs	
ia	ue
ie	uo
io	au
ai	eu
ei	iu
oi	ui
ua	

The following chart illustrates and provides example of the falling and rising diphthongs in Spanish phonology:

Falling
• /ej/ as in <i>rey</i> ('king')
• /aj/ as in <i>aire</i> ('air')
• /oj/ as in <i>hoy</i> ('today')
• /eɥ/ as in <i>neutro</i> ('neutral')
• /aɥ/ as in <i>pausa</i> ('pause')
• /ou/ as in <i>bou</i> ('seine fishing')

Rising
• /ie/ as in <i>tierra</i> ('earth')
• /ia/ as in <i>hacia</i> ('towards')
• /io/ as in <i>radio</i> ('radio')
• /iu/ as in <i>viuda</i> ('widow')
• /ui/ as in <i>fuimos</i> ('we went')
• /ue/ as in <i>fuego</i> ('fire')

Syntax:

Subject Use:

According to Goldstein (1996), Spanish is considered pro-drop language, where the subject of the sentence may be omitted. For example the following sentences are both grammatically correct, even if the subject “yo” is not included: (1) yo tengo un gato (“I have a cat”); (2) tengo un gato.

Word Order:

In comparison to English, Spanish has relatively free order. For instance, word order in English is fairly strict (Subject + Verb + Object); however, structures in Spanish can be moved around more freely. For example, the following sentences are both considered grammatically correct: (1) los ninas tienen dos perros (“The girls have two dogs”) (2) tienen dos perros los ninas (“have two dogs the girls”). In Spanish, word order of Verb Subject (VS) is obligatory in wh-questions, outside the Caribbean, and normal in subordinate clauses. OV order is obligatory when pronouns accompany finite verbs (la vi, “I saw her”). Direct objects with a particular reference or subject are marked by *-a* (a la reina la vio, vio a la reina, both ‘he saw the Queen’); since *-a* marks both indirect and direct objects. The only preposition that can normally link nouns within a noun phrase is *-de*. The definite articles (el, la, los, las) are also used in generalizations (e.g. la vi). Grammatically reflexive *se* is often used with passive or ‘impersonal middle’ meaning (se abrió la puerta/ the door (was) opened).

Morphology:

Nouns, Adjectives, and Plurals:

In Spanish, nouns are marked for gender (el gato/la taza) and number (el gato/los gatos). Articles and adjectives must agree in relation to their gender (**el** perro vs. **la** perro) and number (**los** perros vs. **el** perros). Adjectives are usually placed after that nouns they modify (e.g. taza **verde** – “green cup”) the same occurs for possessives (e.g. Juan’s cat – el gato **de** Juan). Plurals are created with the addition of /s/ to words ending in vowels (e.g. los **gatos**) and by the addition of /es/ to words ending in consonants (e.g. los **ratones**) (Goldstein, 1995).

Verbs:

In Spanish there is an extensive system of verbal inflections (Wright, 2006). Verbs are also marked for number and person in agreement with their subjects. Verbs are conjugated according to mood, aspect, relative time, and subjective attitude. There are several different ways verbs are conjugated in Spanish depending on dialect (from Spain versus South America) and context. The regular form is the infinitive, which always ends in a stressed theme vowel + /r/. The majority of verbs end in /ar/, including all neologism other than those with the inchoative affix *-ecer*; the rest end in /er/ or /ir/ (Wright, 2006). First person singulars usually end in *-o* (e.g. **quiero** (want) Second person singulars tend to end in *-s* (**quieres**), first-person plural present always end in *-mos* (**quiere**mos****), and third person plurals always end in *-n* (**quieren**) (Wright, 2006). Many verb forms in Spanish use auxiliaries for progressives, while only *haber* is available for the perfect tense (perfect tense describes an action that happened at an indefinite time in the past or that began in the past

and continues in the present). Perfects are rarely used at all in northern Spain (Wright, 2006).

Adjectives & Derivational Morphology:

In Spanish, adverbs formed off feminine adjectives with adding *-mente*. Derivational morphology is widely use, and diminutives (-illo, ito, and others) can be added to any nominal form with almost any meaning (depending on context and intonation) (e.g. gatito/perrito(small cat/small dog) . Class-changing suffixes are used consistently (e.g. *-al* turns nouns into adjectives) and meaningful prefixes are common (Wright, 2006).

Semantics:

In Spanish, two separate words have the same meaning for the English “to be;” *estar* and *ser*. Spanish lexical usage is noticeably not geographically standardized. For example, Latin America has naturally adopted many local words of Indian provenance. Spanish vocabulary and usage have been enriched by the influence of the following ancient and current languages: Basque, Arabic, Catalan, French, Italian, Renaissance Latin, Nahuatl, Quenchua, English, etc. Most neologisms (new words) are more commonly formed in Spanish by using derivational morphology (i.e. adding morphemes to form new words) or semantic shift (If a different intention for a word is shared by the speech community and becomes established in usage then a *semantic change* has occurred) (Wright, 2006).

Pragmatics:

- It is acceptable to gain attention by hissing
- Indirect eye contact is a sign of respect and attentiveness.
- Distance between two speakers may be relatively close.
- Touching can be observed between two speakers.
- Speakers participate in lengthy greetings and unrelated talk prior to formal or business conversation.
- Respect and politeness is of importance during conversation.
- Children are supposed to be respectful towards adults and are not expected to:
 - Express opinions
 - Interrupt adult conversations
 - Be part of adult conversations

(Gonzalas, et al, 2003)

Linguistic Transfer

Phonological Characteristics:

- **Addition** – In Spanish, /s/ blends do not occur in the initial word positions. Consonant blends usually occur in the medial position of words with vowel sounds before them. Therefore, for English production, a vowel sound may be added to the beginning of words that begin with /s/ blends.
 - For example: “esschool for school”
- **Affrication** – Affrication phonemes (“ch” and “j”) may be substituted for other consonant sounds, such as “sh” and “y” when producing English words.
 - For example: “challow” for “shallow” or “jes” for “yes”
- **Consonant devoicing** – The phonemes /z/ and “j” do not occur in the Spanish language, while their voiceless cognates (/s/ and “ch”) do. Consequently, these voiceless consonants may be substituted for their voiced cognates in the production of English.
 - For example: “sebra” for “zebra” or “chail” for “jail”
- **Nasal Velarization** – The nasal consonant /n/ may be substituted by the phoneme “ng”
 - For example: “mang” for “man”
- **Stopping** – Substitutions of stop consonants in English production may occur for certain phonemes that do not occur in Spanish. These include /b/ for /v/, /t/ for voiceless “th”, and /d/ for voiced “th.”
 - For example: “bery” for “very”
“teary” for “theory”
“der” for “there”

(Goldstein as cited in Gonzales et al, 2003)

Morphologic and syntactic Characteristics:

- **Helping verbs** - Auxiliary (helping) verbs may be omitted in statement and questions.
 - For example: “She eating.” For “She is eating.”
- **Prepositional use** – The preposition “on” may be used for “in.”

- For example: “I’m on the car.” For “I’m in the car.”
- **Noun-Adjective** – The English order of an adjective before a noun may be reversed.
 - For example “The car green.” for “The green car.”
- **Possession** – The word “of” may be used to express possession instead of the possessive “-s” marker.
 - For example: “The cat of the boy.” for “The boy’s cat.”
- **Subject-verb agreement** – There may not be agreement between the subject and verb of a sentence.
 - For example: “The boy are swimming.” for “The boys are swimming.”
- **Subject pronouns** – The pronouns used as the subject of a sentence or clause may be omitted.
- **Used of negatives** – The word “no” may be used for other negatives.
 - For example: “No touch that.” For “Don’t touch that.”

(Langdon & Merino as cited in Gonzales et al. 2003)

Semantic Characteristics:

- Spanish children may use many one-word labels in kindergarten and first grade.
- Function labels are rarely used in kindergarten and first language.
- Nouns are used more frequently than verbs at earlier stages of acquisition.
- Due to morphologic and syntactic differences, the vocabulary of Spanish speakers learning English may not include articles and object pronouns.

(Taylor & Leonard as cited in Gonzales et al., 2003)

**Characteristics of Spanish-Influenced English
A Checklist for Educators**

Student's Name _____

Date _____

Note: If any of the answers are checked "yes", the student may be exhibiting normal dialectal patterns, which are not indicative of a language disorder.

Characteristics

Yes

No

1. Does the student substitute vowel sounds in words?
Example: ket for cat
kess for kiss
2. Does the student substitute "t" for "th" in words?
Example: tree for three
3. Does the student substitute "d" for "th" in words?
Example: dere for there
4. Does the student substitute "s" for "z" in words?
Example: cars for carz
5. Does the student substitute "ch" for "sh" in words?
Example: choes for shoes
6. Does the student change the "v" sound to the "b" sound in words?
Example: begetable for vegetable
7. Does the student avoid using the past tense "-ed" marker in sentences?
Example: He walk home yesterday.
8. Does the student change the copula "am" to "have" in certain sentences?
Example: I have four feet tall.
9. Does the student change future tense "going to" to "go + to" in sentences?
Example: I go to have a snack.
10. Does the student avoid the plural "s" marker in sentences?
Example: There are three dog.
11. Does the student omit articles in sentences?
Example: I pet dog.

(Adapted from Langdon & Merino, (1992); and Owens, (2004); Gonzalez, (2005)

Instrumental Assessment Tests

Articulation Tests

Hodson, B. (1986). *Assessment of phonological processes-Spanish*. San Diego: Los Amigos. Research Associates.

Mason, M. (1974). *Medida española de articulación*. San Ysidro, CA: San Ysidro School District.

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Language Tests

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- Werner, E., & Krescheck, J. (1989) *Spanish structured photographic expressive language test-P*. DeKalb, IL: Janelle Publications, Inc.
- Zimmerman, I., Steiner, V., Pond, R. (2002). *Preschool language scale-4, Spanish edition*. San Antonio, TX: Harcourt Assessment.

Therapy Materials

Articulation

Ninos y Sonidos, Bilingual Speech Resource

Spanish Articulation Picture Cards, Academic Communication Associates

Teaching Spanish Sounds, Academic Communication Associates

¡Oscar! Spanish Flashcards, TrabaLenguas

Language

Spanish Vocabulary Development, Leap Frog

Fiesta in the House-Party en la Casa, Leap Frog

Ver y leer de Richard Scarry, Leap Frog

Bilingual Language Picture Resource, Academic Communication Associates

The Incredible City, Academic Communication Associates

Basic Concepts for Language Learners, Academic Communication Associates

Talk About Stories in English and Spanish, Academic Communication Associates

Language Booster Cards Decks, Spanish/English (Spatial Concepts and Actions)

(Retrieved from Gonzalez et al.)

Websites for therapy ideas

- www.bogglesworld.com – Language Activities
- www.enchantedlearning.com – Crafts and language activities
- www.csusm.edu/csb/espanol/ - Recommends a variety of Spanish books
- www.innovative-educators.com – Bilingual, feely, and board books
- www.tsl.state.us/ld/projects/ninos/songsrhymes.html - Traditional songs, rhymes, finger plays, and games in Spanish and English
- www.spanishtoy.com – Spanish language toys, videos, software, and books
- www.PsychoCorp.com
- www.asha.org- Go to the Multicultural Affairs site addressing CLD issues, latest research, and materials for intervention.
- www.clas.uiuc.edu - promotes intervention practices that are culturally appropriate

(Retrieved from Gonzalez et al.)

Videos

Flamenco Dance



http://www.youtube.com/watch?v=xqxJMCQxb_Q

Paso Doble Dance



<http://www.youtube.com/watch?v=NFuOVq4dpp0&feature=related>

Spanish Culture Quiz Online

<http://www.enforex.com/spanish-culture-test.html>

Readings and Related Materials

Communication Development and Disorders in Multicultural Populations

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- Bland-Stewart, L., & Fitzgerald, S.M.** (2001). Use of Brown's 14 grammatical morphemes by bilingual Hispanic preschoolers: A pilot study. *Communication Disorders Quarterly*, 22 (4), 171-186.
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- Bunta, F., & Ingram, D.** (2007). The acquisition of speech rhythm by bilingual Spanish- and English-speaking 4- and 5- year-old children. *Journal of Speech, Language, and Hearing Research*, 50(4), 999-1014.
- Centeno, J.G., Anderson, R.T., & Obler, L. K.** (Eds.) (2007). *Communication disorders in Spanish speakers: Theoretical, research, and clinical aspects*. Clevedon, UK: Multilingual Matters.
- Cuetos, F., & Centeno, J.G.** (2009). Applying cognitive neuropsychological principles to the rehabilitation of Spanish readers with acquired dyslexia. *Seminars in Speech and Language*, 30 (3), 187-197.
- Eng, N., & O'Connor, B.** (2000). Acquisition of definite article + noun agreement of Spanish-English bilingual children with Specific Language Impairment. *Communication Disorders Quarterly*, 21 (2), 114-124.
- Ezell, H.K., Gonzales, M.D., & Randolph, E.** (2000). Emergent literacy skills of migrant Mexican American preschoolers. *Communication Disorders Quarterly*, 21 (3), 147-153.
- Friberg, C.** (2003) *Linguistically and culturally diverse students: American Indian and Spanish-speaking*. Madison, WI: Wisconsin Department of Public Instruction.

- Goldstein, B.** (2001). Transcription of Spanish and Spanish-influenced English. *Communication Disorders Quarterly*, 23 (1), 54-60.
- Goldstein, B., Fabiano, L., & Iglesias, A.** (2004). Spontaneous and imitated productions in Spanish-speaking children with phonological disorders. *Language, Speech, and Hearing Services in Schools*, 35 , 5-15.
- Goldstein, B., & Washington, P.S.** (2001). An initial investigation of phonological patterns in typically developing 4-year-old Spanish-English bilingual children. *Language, Speech, and Hearing Services in Schools*, 32 (3), 153-164.
- Goldstein, B.A., Fabiano, L., & Washington, P.S.** (2005). Phonological skills in predominantly English-speaking, predominantly Spanish-speaking, and Spanish-English bilingual children. *Language, Speech, and Hearing Services in Schools*, 36 (3), 201-218.
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- Kohnert, K.** (2002). Picture naming in early sequential bilinguals: A 1-year follow-up. *Journal of Speech, Language, and Hearing Research*, 45 , 759-771.
- Kohnert, K., & Windsor, J.** (2004). The search for common ground: Part II. Nonlinguistic performance by linguistically diverse learners. *Journal of Speech, Language, and Hearing Research*, 47 (4), 891-903.
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(Retrieved from the American Speech-Language-Hearing Association, 2010)

Local Speech–Language Pathologists in Texas

<p>Haire Speech, Language And Learning Center 1925 Hospital Place Abilene, TX 79606-5239 (915) 691-5190 <u>Email:</u> <u>Director:</u> Dr. Carol D. Haire <u>Facility Type:</u> Speech/Hearing Center or clinic <u>Payment Type:</u> Medicaid, Private Health Insurance</p>	<p>Bilingual Speech Pathology Services 1519 Fallcreek Ct Allen, TX 75002 214-695-0054 <u>Email:</u> speech@speechtherapyservices.com <u>Director:</u> Jeanette Dorf <u>Facility Type:</u> Speech/language clinic <u>Payment Type:</u> Medicaid, Credit Card</p>
<p>Dorf, Jeanette BA, MA 1519 Fallcreek Ct Allen, TX 75002 214-695-0054 <u>Email:</u> speech@bilingualspeechservices.com <u>Director:</u> <u>Facility Type:</u> Home Health Agency/Client's Home <u>Payment Type:</u> ,Medicaid, Credit Card</p>	<p>A.T. Speech Services, PLLC 5708 Pecan Circle Alvarado, TX 76009 817-528-7200 <u>Email:</u> amy@amytharp.com <u>Director:</u> Amy Tharp <u>Facility Type:</u> SLP or AUD Office</p>
<p>Tharp, Amy MS 5708 Pecan Circle Alvarado, TX 76009 817-528-7200 <u>Email:</u> amytharp@gmail.com <u>Facility Type:</u> SLP or AUD Office <u>Payment Type:</u> Reduced</p>	<p>Cox, Molly 1303 S Avondale Amarillo, TX 79106 8062360530 <u>Email:</u> mollyranellcox@hotmail.com <u>Facility Type:</u> Skilled Nursing Facility <u>Payment Type:</u> Medicare, Medicaid, Health Insurance, Credit Card, Free, Reduced</p>
<p>Miller, Kimberly MS 1901 Medipark Suite 65 Amarillo, TX 79106 806-468-7611 <u>Email:</u> kdmiller@extendicare.com <u>Director:</u> <u>Facility Type:</u> Outpatient Rehab Center <u>Payment Type:</u> Medicare, Medicaid, Private Health Insurance, Credit Card, Reduced</p>	<p>Progressive Step of Amarillo 1901 Medipark Suite 65 Amarillo, TX 79106 806-468-7611 <u>Email:</u> kdmiller@extendicare.com <u>Director:</u> Kira Dunavin <u>Facility Type:</u> Outpatient Rehab Center <u>Payment Type:</u> Medicare, Medicaid, Health Insurance, Credit Card</p>
<p>Progressive Step Rehabilitation Services 6900 1-40 West Suite 180 Amarillo, TX 79106 806-468-7611 <u>Email:</u> infoamarillo@extendicare.com <u>Director:</u> Shirley Fuentes <u>Facility Type:</u> Outpatient Rehab Center <u>Payment Type:</u> Medicare, Medicaid, Private Health Insurance, Credit Card</p>	<p>Now You're Talkin'! ¡Vamos Hablar! Speech Therapy 14799 Fishtrap Rd. #238 Aubrey, TX 76227 817.271.0082 <u>Email:</u> nowyouretalkin@gmail.com <u>Director:</u> Natalie S. Sedgwick, MS, CCC/SLP <u>Facility Type:</u> SLP or AUD Office <u>Payment Type:</u> ,Medicaid, Health Insurance, Reduced</p>

<p>Sedgwick, Natalie MS 14799 Fish Trap Rd. #238 Aubrey, TX 76227 817.271.0082 <i>Email:</i> nowyouretalkin@gmail.com <i>Facility Type:</i> Home Health Agency/Client's Home <i>Payment Type:</i> ,Medicaid, Private Health Insurance, Reduced</p>	<p>Bilinguistics 5766 Balcones Drive, Suite 205 Austin, TX 78731 512-480-9573 <i>Email:</i> admin@bilinguistics.com <i>Director:</i> Ellen Kester <i>Facility Type:</i> Speech/language clinic <i>Payment Type:</i> ,Medicaid, Health Insurance</p>
<p>Brackenridge Hosp. & Children's Hosp. of Austin 601 East 15th Street Austin, TX 78701-1996 (512) 324-7600 <i>Director:</i> Nora Traves <i>Facility Type:</i> General Medical Hospital <i>Payment Type:</i> Medicare, Medicaid, Private Health Insurance, Credit Card, Reduced</p>	<p>Central Texas Speech Path Services, Inc. 2525 Wallingwood Dr. Bldg 2 Austin, TX 78746 (512) 327-6179 <i>Email:</i> ctsp@mail.airmail.net <i>Director:</i> Lisa Famiglietti <i>Facility Type:</i> Speech/Hearing Center or clinic <i>Payment Type:</i> Health Insurance</p>
<p>Cruz, Tina 12741 Research Blvd Ste 700 Austin, TX 78759 512-250-5299 <i>Email:</i> slptcruz@yahoo.com <i>Facility Type:</i> SLP or AUD Office <i>Payment Type:</i> ,Medicaid, Private Health Insurance, Credit Card, Reduced</p>	<p>Famiglietti, Lisa 2525 Wallingwood Bldg 2 Austin, TX 78746 512-327-6179 <i>Email:</i> ctsp@sbcglobal.net <i>Facility Type:</i> Speech/language clinic <i>Payment Type:</i> Medicare, Medicaid, Health Insurance, Credit Card</p>
<p>Nericcio, Mary PhD 2509 Toulouse Drive Austin, TX 78748 512-280-4321 <i>Email:</i> nericiom@wans.net <i>Facility Type:</i> Residential Health <i>Payment Type:</i> Credit Card, Reduced</p>	<p>Seton Network 1204 West 34th Austin, TX 78703 512-324-1575 <i>Email:</i> lorainestuart@austin.rr.com <i>Director:</i> Loraine Stuart MS CCC-SLP/A <i>Facility Type:</i> Speech/Hearing Center or clinic <i>Payment Type:</i> Free</p>
<p>Speech Language & Hearing Services 3636 Executive Center Drive , Suite G-18 Austin, TX 78731 (512) 346-9988 <i>Email:</i> therapyone@earthlink.net <i>Director:</i> Stephanie Jasuta, Ph.D. <i>Facility Type:</i> SLP or AUD Office <i>Payment Type:</i> ,Private Health Insurance</p>	<p>Turning Point Integrated Therapy 12741 Research Blvd Ste 700 Austin, TX 78759 512-250-5299 <i>Email:</i> tcruz@turningpointtx.com <i>Director:</i> Tina Cruz <i>Facility Type:</i> SLP or AUD Office <i>Payment Type:</i> ,Medicaid, Health Insurance, Credit Card, Reduced</p>
<p>Univ Of Texas At Austin Speech and Hearing Ctr Dept Of Communication Sciences & Disorder University Of Texas At Austin Austin, TX 78712 (512) 471-3841 <i>Director:</i> Ann M. Hillis</p>	<p>Watkins, Carolyn W., ED.D 503 Rock Bluff Dr Austin, TX 78734 (512) 261-8844 <i>Facility Type:</i> SLP or AUD Office <i>Payment Type:</i> ,Medicaid, Health Insurance</p>

<p><u>Facility Type</u>: College/University <u>Payment Type</u>: ,Private Health Insurance, Credit Card, Reduced</p>	
<p>First Steps Early Childhood Intervention 655 S. 8th Street Beaumont, TX 77701 1-888-837-8687 <u>Director</u>: Tania Bowen <u>Facility Type</u>: Home Health Agency/Client's Home <u>Payment Type</u>: ,Medicaid, Private Health Insurance, Reduced</p>	<p>DiagnostEX 2921 Brown Trail #265 Bedford, TX 76021 817-514-6271 <u>Email</u>: dysphagiadiagnostex@juno.com <u>Director</u>: Ronda Polansky or Pam Ragland <u>Facility Type</u>: Non-residential Health care <u>Payment Type</u>: Medicare, Medicaid, Health Insurance, Credit Card, Reduced</p>
<p>Deborah Bastidas & Associates 5909 West Loop South, Suite 270 Bellaire, TX 77401 7136688800 <u>Email</u>: dbastidas@deborahbastidas.com <u>Director</u>: Deborah Bastidas <u>Facility Type</u>: SLP or AUD Office <u>Payment Type</u>: ,Private Health Insurance, Credit Card</p>	<p>UCP Houston, Over 3 Program 4500 Bissonnet, Suite 340 Bellaire, TX 77401 713-838-9150 ext. 381 <u>Email</u>: cedmiston@ucphouston.org <u>Director</u>: Cindy Edmiston, M.S. CCC-SLP <u>Facility Type</u>: Home Health Agency/Client's Home <u>Payment Type</u>: ,Medicaid, Health Insurance, Credit Card, Free, Reduced</p>

The American Speech-Language-Hearing Association provides an on-line directory that contains valuable information about thousands of programs that employ audiologists and speech-language pathologists who hold the Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association (ASHA). A professional from multiple countries across the world can be located via the World Wide Web at <http://www.asha.org/proserv/>. The online directory allows speech-language pathologist and the public to select the state, country, and preferred language of a practitioner that they are located in a specific region.

Speech Pathologists across the World

Mexico

Cycyk, Lauren M.S.
3a Privada Pino Suarez, 18A
Colonia Centro
Queretaro
Mexico
442 237 51 22
Email: laurencycyk@comcast.net
Facility Type: No primary employment facility

Panama

Garcia, MelissaRoxana MA
Panama
261-6966
Email: melimeli9@yahoo.com
Facility Type: Speech/Hearing Center or clinic

Puerto Rico

<p>Diaz, Lillian MA Urb. Sabanera Dorado 342 Camino del Eucalipto Dorado Puerto Rico 787-461-8455 <u>Email:</u> lillian_diaz@yahoo.com <u>Facility Type:</u> SLP or AUD Office</p>	<p>Ocejo, Rodolfo M.A. Torre Medica San Lucas 909 Ave. Tito Castro, Suite 622 Ponce Puerto Rico(787) 813-6507 <u>Email:</u> rudybah@aol.com <u>Facility Type:</u> Speech/Hearing Center or clinic <u>Payment Type:</u> Medicare</p>
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Spain

<p>Bruce, Christen C- verdi 58 1-2 Barcelona Spain 34- 687 635 630 <u>Email:</u> crispbruce@hotmail.com <u>Facility Type:</u> Speech/Hearing Center or clinic</p>	<p>Carvalho, Amelie C/ Santisima Trinidad 19, 6C Madrid Spain+34 670 894 947 <u>Email:</u> ameliecarvalho@yahoo.com <u>Facility Type:</u> Elementary School</p>
<p>Rodin, Arthur MS Calle Faustino Cordn Bonet, 4 Madrid Spain 34 667 618 157/ 34 917 050 0 22 <u>Email:</u> rodinart@hotmail.com <u>Facility Type:</u> Combined School <u>Payment Type:</u> Health Insurance, Reduced</p>	<p>Abdallah, Hala Calle luz arriero 4 2A Sevilla Spain34- 954086347 <u>Email:</u> abdallahala@hotmail.com <u>Facility Type:</u> Private Physician's Office <u>Payment Type:</u> ,Health Insurance, Credit Card</p>

Chile

<p>Comunicorp Hernando de Aguirre 129 Providencia Santiago Chile 56-2-2341010 <u>Email:</u> dgreenst@comunicorp.cl <u>Director:</u> Diane Greenstein <u>Facility Type:</u> Combined School <u>Payment Type:</u> Health Insurance, Reduced</p>
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(Retrieved from the American Speech-Language-Hearing Association, 2010)

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Appendix A: Are You Planning a Culturally Sensitive Intervention?

Yes	No	Do you inform families about meetings, their purpose, and individuals attending?
Yes	No	Do you reduce the number of professionals present at meetings to only those necessary?
Yes	No	Do you allow the family to request the presence of others important to them at meetings or sessions?
Yes	No	Do you incorporate practices that are comfortable for the family? (e.g. Do you take time to know the family before beginning a formal meeting?)
Yes	No	Do you encourage family input without creating embarrassment?
Yes	No	Do you set appropriate goals, objectives, and outcomes that match the child's and family's priorities?
Yes	No	Do you provide the families with sufficient information without them asking for it?
Yes	No	Do you allow enough time for families to ask questions?

(Retrieved from Lynch & Hanson, (1998); Gonzalez, (2005))