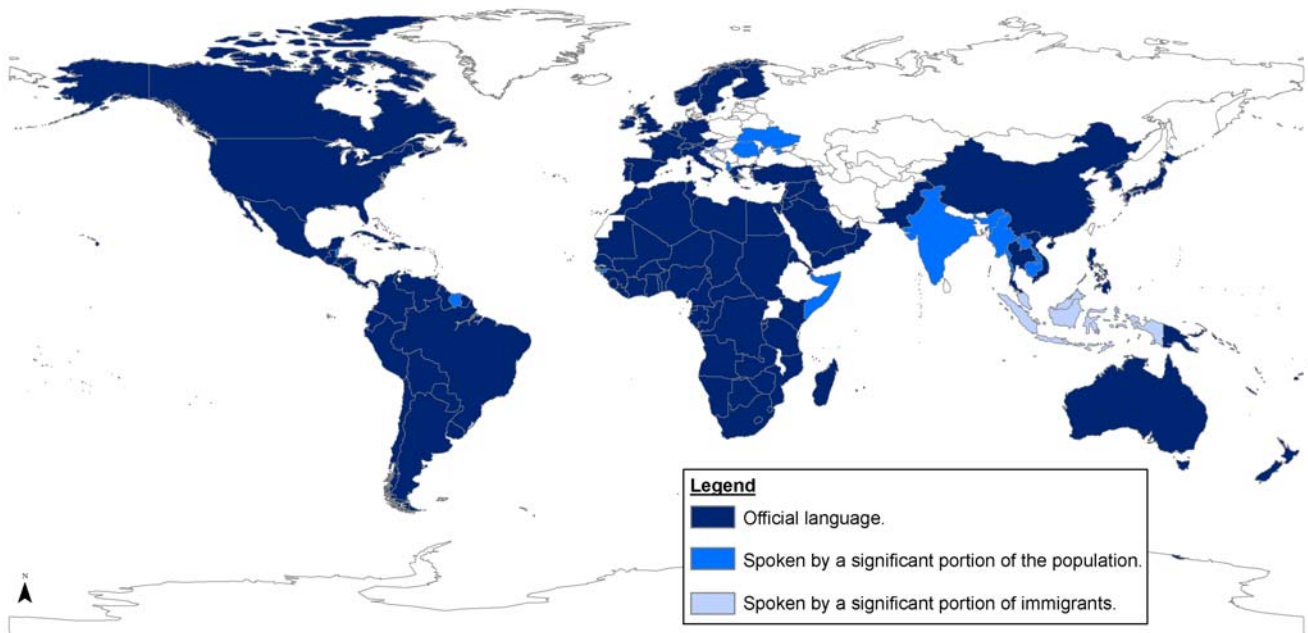

The International Perspective on Speech Acquisition

Sharynne McLeod, Charles Sturt University, Australia smcleod@csu.edu.au

Paper presented in Bleile, K. (2005). *Is it time for an international special interest division?* American Speech-Language-Hearing Association Convention, San Diego, November.



Map. The usage of languages covered within *The International Guide to Speech Acquisition*.

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Information contained within this handout is from McLeod, S. (Ed). (forthcoming). *The international guide to speech acquisition*. Clifton Park, NY: Thomson Delmar Learning.

As SLPs increasingly assess and treat children from varying linguistic backgrounds, knowledge of typical development must expand beyond descriptions of developmental milestones based predominantly on studies of English (Davis, 2005). Languages exhibit distinct rules for consonant and vowel phonemes in different word positions, complexity of word and syllable shapes, as well as prosody... Spanish has five vowels; Swedish has 22 phonemes. Mandarin Chinese is a tone language; English does not employ tone to contrast word meanings. These divergences occur across the 5,000 or so contemporary spoken languages in varied dimensions of phonology. All dimensions of ambient language phonology must be mastered by children to achieve age appropriate intelligibility during the preschool and early school age years...

A challenge to ethical clinical practices is the SLP's ability to use typical speech acquisition milestones based on comparisons with each child's ambient language. Clearly, ongoing programs of research are needed in a variety of languages to detail the typical course of phonological acquisition. This information is needed to support assessment and intervention with children learning diverse languages. This volume represents an important step in this process. As normative information on diverse phonologies emerges, this information can be employed clinically. Understanding each child's unique language targets will help SLPs to avoid making clinical decisions about children from other languages based on comparison norms for children learning English.

From: Barbara L. Davis (forthcoming). Applications of typical developmental information to understanding of clinical speech delay or disorder In S. McLeod (Ed.) *The international guide to speech acquisition*. Clifton Park, NY: Thomson Delmar Learning.

I	Foundations of speech acquisition	
1.	Introduction: International perspectives of speech acquisition	Li-Rong Lilly Cheng
2.	Speech acquisition: A framework	Sharynne McLeod & Ken Bleile
3.	Genetic foundations of speech acquisition	Barbara Lewis
4.	Neurological foundations of speech acquisition	Ken Bleile
5.	Oromotor foundations of speech acquisition	Ray D. Kent & Christie Tilkens
6.	Aural foundations of speech acquisition	David J. Ertmer
7.	Perceptual foundations of speech acquisition	Susan Rvachew
8.	The evolution and development of spoken language	John L. Locke
9.	Articulatory foundations of speech acquisition	Martin Ball
10.	Linguistic foundations of speech acquisition	Joe Stemberger
11.	Applications of typical developmental information to understanding of clinical speech delay or disorder	Barbara L. Davis
12.	Speech participation and activity in children	Sharynne McLeod
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14.	Speech acquisition and the social and educational context	Linda J. Harrison
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17.	Personal factors and their influence on speech acquisition	Amy L. Weiss
18.	Multilingual speech acquisition	Mehmet Yavaş
19.	Cross-cultural interaction and children's speech acquisition	Barbara Bernhardt, Jessica Ball, & Jeff Deby
20.	Working with interpreters	Kim M. Isaac
21.	Accent modification	Nicole Müller & Jacqui Guendouzi

II	Speech acquisition around the world	
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23.	African American English speech acquisition	Ida Stockman
24.	Appalachian English speech acquisition	Peter Flipsen Jr
25.	Southern American English speech acquisition (SWE, SAAE and Cajun English)	Jana B. Oetting
26.	Canadian English speech acquisition	Barbara Bernhardt & Jeff Deby
27.	English speech acquisition	Sara Howard
28.	Irish English speech acquisition	Joan Rahilly
29.	Scottish English speech acquisition	James M. Scobbie, Ben Matthews & Olga Gordeeva
30.	Australian English speech acquisition	Sharynne McLeod
31.	New Zealand English speech acquisition	Margaret MacLagan & Gail T. Gillon
32.	South African English speech acquisition	Brenda Louw
33.	Cantonese-Influenced English speech acquisition	Alison Holm
34.	Spanish - Influenced English speech acquisition	Brian A. Goldstein
35.	Cantonese speech acquisition	Lydia K.H. So
36.	Dutch speech acquisition	Ineke Mennen, Claartje Levelt & Ellen Gerrits
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38.	Finnish speech acquisition	Sari Kunnari & Tuula Savinainen-Makkonen
39.	Québec French speech acquisition	Yvan Rose
40.	French speech acquisition	Sophie Wauquier-Gravelines
41.	German speech acquisition	Annette V. Fox
42.	Greek speech acquisition	Ineke Mennen & Areti Okalidou
43.	Israeli Hebrew speech acquisition	Avivit Ben-David & Ruth Berman
44.	Italian speech acquisition	Umberta Bortolini
45.	Japanese speech acquisition	Mitsuhiko Ota & Isao Ueda
46.	Jordanian Arabic Speech Acquisition	Alice Dyson & Mousa M. Amayreh
47.	Korean speech acquisition	Soyeong Pae & Min Jung Kim
48.	Lebanese speech acquisition	Ghada Khattab
49.	Maltese speech acquisition	Helen Grech
50.	Norwegian speech acquisition	Kristian E. Kristoffersen
51.	Portuguese speech acquisition	Mehmet Yavaş & Helena B. Mota
52.	Putonghua speech acquisition	Hua Zhu
53.	Sesotho speech acquisition	Katherine Demuth
54.	Spanish speech acquisition	Brian A. Goldstein
55.	Swedish speech acquisition	Ulrika Nettelbladt & Anita McAllister
56.	Thai speech acquisition	Preeya Lorwatanapongsa & Sumalai Maroonroge
57.	Turkish speech acquisition	Seyhun Topbaş
58.	Vietnamese speech acquisition	Deborah Hwa-Froelich
59.	Welsh speech acquisition	Siân M. Munro, Martin J. Ball & Nicole Müller
60.	Zapotec speech acquisition	Joe Stemberger

“This is indeed a noteworthy effort... from a dedicated group of individuals whose collective wisdom and cumulative knowledge will guide the readers through the intricate path toward better understanding of the acquisition of speech across the globe.”

Li-Rong Lilly Cheng (forthcoming). Introduction. In S. McLeod (Ed.) *The international guide to speech acquisition*. Clifton Park, NY: Thomson Delmar Learning.

Components of languages

Summary of available data from McLeod, S. (Ed). (forthcoming). *The international guide to speech acquisition*. Clifton Park, NY: Thomson Delmar Learning.

Language	Number of Consonants	Number of vowels/diphthongs	Syllables	Consonant clusters	Tones	Stress	Writing system
English: General American (GAE)	24 (+2)	18-19 monophthongs + 3-4 diphthongs	$C_{(0-3)}VC_{(0-4)}$	Syllable-initial & syllable-final	No	Stress-timed language	Latin alphabet
English: Received Pronunciation (RP)	24	12 monophthongs + 8 diphthongs	$C_{(0-3)}VC_{(0-4)}$	Syllable-initial & syllable-final	No	Stress-timed language	Latin alphabet
Cantonese	19	11 monophthongs (8 are contrastive) + 11 diphthongs	(C)V(C)	Labialised velars /k ^w , k ^{wh} / may be treated as clusters	Yes – 9 tones	Syllable-timed language	Logographic characters
Dutch	23	14 monophthongs + 3 diphthongs	$C_{(0-3)}VC_{(0-4)}$	Syllable-initial & syllable-final	Standard Dutch – no Southern Dutch – yes	Stress-timed language	Latin alphabet
Filipino	23	5 monophthongs + 6 diphthongs	$CVC_{(0-1)}$	None (only in borrowed words)	No	Stress used to differentiate meaning	Latin alphabet with one-to-one correspondence between sounds & letters. Philippine script <i>baybayin</i>
Finnish	13	8 monophthongs + 18 diphthongs + 20 two vowel combinations	$C_{(0-2)}V(V/C)C_{(0-1)}$	Rare (mainly in borrowed words)	No	Fixed stress	Latin alphabet with one-to-one correspondence between sounds and letters
Québec French	20	19 vowels	$C_{(0-3)}VC_{(0-3)}$	Syllable-initial & syllable-final	No	Stress is related to the syntactic structure of the utterance	Latin alphabet with use of accents over vowels
German	23	15 monophthongs + 3 diphthongs	$C_{(0-3)}VC_{(0-3)}$	Syllable-initial & syllable-final	No	Stress-timed language. Similar to English with some modifications	Latin alphabet with one-to-one correspondence between sounds and letters
Greek	31	5 monophthongs	$C_{(0-3)}VC_{(0-1)}$	65 syllable-initial clusters (no syllable-final)	No	Main stress falls on one of the last three syllables.	Greek alphabet with close correspondence between sounds and letters
Israeli Hebrew	23	5 monophthongs + several word-final diphthongs	$C_{(0-2)}VC_{(0-2)}$	Wide variety in syllable-initial & syllable-final	No	Mainly word-final stress	Phoenician script <i>abjad</i> with 22 consonants
Japanese	15	10 monophthongs	C(j)VVC	Two element syllable-initial /j/ clusters only	Lexical pitch accent language	No lexical stress	3 scripts: <i>kanji, hiragana, katakana</i>
Jordanian Arabic	28	6 monophthongs + 2 diphthongs	$C_{(1-2)}V_{(1-2)}C_{(0-2)}$	Mainly syllable-final	No	Syllables are light or heavy	Arabic script with 28 letters

Language	Number of Consonants	Number of vowels/diphthongs	Syllables	Consonant clusters	Tones	Stress	Writing system
Korean	19	7 monophthongs + 10 diphthongs	$C_{(0-1)}VC_{(0-1)}$	No syllable-initial or syllable-final only intersyllabic	No	Stress on first syllable	Hangeul script with 10 vowels and 14 consonants
Maltese	22	11 monophthongs + 7 diphthongs	$C_{(0-3)}VC_{(0-2)}$	Syllable-initial & syllable-final	No	Long vowels are stressed. Stress on the last syllable in multisyllabic words	Latin alphabet
Norwegian	22	19 vowels + 3 diphthongs	$C_{(0-3)}VC_{(0-2)}$	Syllable-initial & syllable-final	Lexical tones differentiate meaning	Uses primary, secondary or no stress	Two standards based on Latin alphabet: <i>Nynorsk</i> , and <i>Bokmål</i>
Portuguese	19	12 monophthongs + 14 diphthongs	$C_{(0-2)}VC_{(0-2)}$	Syllable-initial	No	Stress usually falls on the penultimate syllable	Latin alphabet with accents over vowels
Putonghua	22	9 monophthongs + 9 diphthongs + 4 triphthongs	$C_{(0-1)}VC_{(0-1)}$	None	Yes – 4 tones	Weak stress is an essential prosodic feature	Logographic characters
Sesotho	40 (including 1 click)	9 monophthongs	$(C)(G)V$; mostly CV	Syllable-initial with glides	Yes – 2 tones	Lengthen the penultimate syllable of a phonological phrase	Several different orthographic conventions
Spanish	18	5 monophthongs	$C_{(0-2)}VC_{(0-2)}$	A large number of syllable-initial clusters and abutting pairs	No	Syllable-timed language. Stress placed on the penultimate syllable of words ending in vowels and on final syllable in other words	Latin alphabet with one-to-one correspondence between sounds and letters
Thai	44 consonant forms & 21 consonant sounds	18 vowel forms + 15-18 diphthongs + 3 triphthongs	CV, VC, CVV, CVC	15 syllable-initial clusters	Yes – 5 tones	Syllable-timed language	Thai script
Turkish	21	8 monophthongs	$C_{(0-1)}VC_{(0-2)}$	Syllable-final	No	Syllable-timed language. Stress usually falls on the last syllable	Latin alphabet with one-to-one correspondence between sounds and letters
Vietnamese	24	11 monophthongs + diphthongs + triphthongs	$C_{(0-1)}W_{(0-1)}V_{(1-2)}C_{(0-1)}$	None	Yes – 6 tones	Three stress levels: loud, medium and weak	Based on Latin alphabet: Chũ' Quốc Ngũ'
Welsh	25	North: 13 monophthongs + 13 diphthongs South: 11 monophthongs + 8 diphthongs	$C_{(0-3)}VC_{(0-2)}$	Syllable-initial & syllable-final	No	Word stress is regularly on the penult	Latin alphabet with close correspondence between sounds and letters

Availability of data regarding typical speech acquisition

Summary of available data from McLeod, S. (Ed). (forthcoming). *The international guide to speech acquisition*. Clifton Park, NY: Thomson Delmar Learning.

Language/ Dialect	Acquired sounds: Consonants	Acquired sounds: Consonant clusters	Acquired sounds: Vowels	Percent correct: Consonants	Percent correct: Consonant clusters	Percent correct: Vowels	Phonological processes	Intelligibility	Phonetic inventory	Common mismatches	Syllable structure	Prosody	Phonological awareness	No. of studies
General American English (GAE)	yes	yes	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	31
African American English (AAE)	yes	yes	no	yes	no	no	(yes)	no	no	(yes)	no	no	(yes)	12
Appalachian English	no	no	no	(yes)	no	(yes)	no	no	no	no	no	no	no	2
Canadian English	no	no	no	no	no	no	no	no	no	no	no	no	yes	?
English	yes	no	(yes)	yes	no	yes	yes	no	yes	no	yes	yes	yes	?
Irish English	(yes)	no	no	yes	no	no	(yes)	(no)	no	no	no	no	yes	2
Scottish English	yes	yes	yes	yes	yes	yes	yes	no	no	(yes)	no	(yes)	(yes)	9
Australian English	yes	(yes)	yes	yes	yes	yes	yes	no	no	no	no	no	yes	17
New Zealand English	yes	yes	no	yes	no	no	no	no	no	yes	no	no	yes	6
Cantonese- Influenced English	(yes)	(no)	(no)	yes	no	no	yes	no	no	no	no	no	no	?
Cantonese	yes	(yes)	yes	yes	-	yes	yes	no	yes	yes	yes	yes (tones)	yes	7
Dutch	yes	yes	yes	no	yes	yes	yes	no	yes	yes	yes	yes	yes	4
Filipino	no	no	no	no	no	no	no	(yes)	no	no	no	no	yes	2
Finnish	yes	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	no	yes	28
Québec French	(yes)	(yes)	(yes)	no	no	no	(yes)	no	no	no	no	no	no	1

Key. yes = data available; (yes) = limited data available; (no) = estimated data is available; no = currently no data available

Language/ Dialect	Acquired sounds: Consonants	Acquired sounds: Consonant clusters	Acquired sounds: Vowels	Percent correct: Consonants	Percent correct: Consonant clusters	Percent correct: Vowels	Phonological processes	Intelligibility	Phonetic inventory	Common mismatches	Syllable structure	Prosody	Phonological awareness	No. of studies
German	yes	yes	(yes)	yes	no	yes	yes	no	yes	no	no	(yes)	(yes)	17
Greek	yes	yes	yes	no	no	no	yes	no	yes	yes	yes	no	yes	7
Israeli Hebrew	yes	yes	(yes)	no	no	no	yes	no	no	no	yes	yes	yes	6
Japanese	yes	yes	yes	yes (syllables)	-	-	yes	no	yes	yes	yes	yes	yes	18
Jordanian Arabic	yes	no	no	yes	no	no	yes	no	yes	yes	no	no	no	6
Korean	yes	yes	yes	yes	yes	yes	yes	no	yes	no	yes	no	yes	18
Maltese	yes	yes	no	no	yes	no	yes	no	yes	yes	yes	no	yes	3
Norwegian	yes	yes	no	no	no	no	yes	no	yes	no	no	no	no	3
Portuguese	yes	yes	yes	no	no	no	yes	yes	(no)	yes	yes	(no)	yes	?
Putonghua	yes	-	no	yes	-	no	yes	no	yes	no	yes	yes (tones)	yes	11
Sesotho	yes	(yes)	no	no	(no)	(no)	(yes)	(no)	(no)	(no)	(no)	(yes)	no	8
Spanish	yes	no	(yes)	yes	yes	yes	yes	no	yes	yes	yes	yes	yes	12
Thai	yes	(yes)	no	yes	no	no	(no)	(yes)	(yes)	(yes)	no	no	(yes)	?
Turkish	yes	yes	no	yes	yes	(no)	yes	no	yes	yes	yes	no	no	14
Vietnamese	yes	-	yes	no	-	no	(yes)	no	(yes)	yes	(no)	no	no	?
Welsh	yes	no	no	yes	no	no	yes	no	(yes)	yes	(yes)	no	no	3

Key. yes = data available; (yes) = limited data available; (no) = estimated data is available; no = currently no data available

Speech assessments, analyses and interventions*

Summary of available data from McLeod, S. (Ed). (forthcoming). *The international guide to speech acquisition*. Clifton Park, NY: Thomson Delmar Learning.

*In addition to the listed tools it is acknowledged that adaptations of English tools are used by SLPs throughout the world

Language	Speech assessments and analyses	Speech intervention
General American English	<p><i>Arizona Articulation Proficiency Scale, Third Revision (Arizona-3—Fudala, 2000)</i> <i>Bankson-Bernthal Test of Phonology (BBTOP—Bankson & Bernthal, 1990)</i> <i>Clinical Assessment of Articulation and Phonology (CAAP—Secord & Donohue, 2002)</i> <i>Computerized Articulation and Phonology Evaluation System (CAPES—Masterson & Bernhardt, 2001)</i> <i>Computerized Profiling (CP—Long, Fey, & Channell)</i> <i>Goldman-Fristoe Test of Articulation-2 (GFTA-2—Goldman & Fristoe, 2000)</i> <i>Hodson Assessment of Phonological Patterns (HAPP—Hodson, 2004)</i> <i>Khan-Lewis Phonological Analysis, Second Edition (KLPA-2—Khan & Lewis, 2002)</i> <i>Logical International Phonetic Programs (LIPP—Oller & Delgado, 1999)</i> <i>Natural Process Analysis (NPA—Shriberg & Kwiatkowski, 1980)</i> <i>Photo Articulation Test (PAT—Lippke, Dickey, Selmar, & Soder, 1997)</i> <i>Procedures for the Phonological Analysis of Children's Language (Ingram, 1981)</i> <i>Programs to Examine Phonetic & Phonologic Evaluation Records (PEPPER—Shriberg, 1986)</i> <i>Smit-Hand Articulation and Phonology Evaluation (SHAPE—Smit & Hand, 1997)</i> <i>Macintosh Interactive System for Phonological Analysis (ISPA—Masterson & Pagan, 1994)</i></p>	<p><i>Cycles therapy (Hodson & Paden, 1991)</i> <i>Maximal opposition contrast therapy (Gierut, 1989)</i> <i>McDonald sensorimotor approach (McDonald, 1964)</i> <i>Metaphon therapy (Howell & Dean, 1991)</i> <i>Minimal pairs therapy (Weiner, 1981; Blache, 1982)</i> <i>Monterey Articulation Program (Baker & Ryan, 1971)</i> <i>Multiple oppositions therapy (Williams, 2000)</i> <i>Paired stimuli (Weston & Irwin, 1971)</i> <i>Stimulus shift approach (McLean, 1970)</i> <i>Traditional articulation therapy (Van Riper, 1978)</i></p>
African American English	<p>The following tests have validity with AAE children <i>Fuharty Preschool Speech and Language Screening Test or (FPSLST—Fuharty, 1978)</i> <i>Goldman-Fristoe Test of Articulation (GFTA—Goldman & Fristoe, 1969)</i> <i>Photo Test of Articulation (PAT—Pendergast, et al, 1969)</i> <i>Arizona Articulation Proficiency Scale (AAPS—Fudala, 2000)</i></p>	-
Appalachian English	-	-
Canadian English	<p><i>Computerized Articulation & Phonology Evaluation System (CAPES—Masterson & Bernhardt, 2001)</i> <i>Phon; (Rose & MacWhinney)</i> <i>TOCS.Plus (Hodge)</i></p>	<p>Nonlinear phonology (Bernhardt & Stemberger, 2000) Speech perception (Rvachew, Nowak, & Cloutier, 2004)</p>
English	<p><i>Children's Test of Nonword Repetition (CN – REP—Gathercole & Baddeley, 1996)</i> <i>Diagnostic Evaluation of Articulation & Phonology (DEAP—Dodd, Hua, Crosbie, Holm & Ozanne, 2003)</i> <i>Edinburgh Articulation Test (EAT—Anthony et al, 1971)</i> <i>GOS. SP.ASS (Sell, Harding & Grunwell, 1994; Revised 1998)</i> <i>Nuffield Centre Dyspraxia Programme (Nuffield Centre, 1985; Revised 2004)</i> <i>Paediatric Oral Skills Package (POSP—Brindley, Cave, Crane, Lees & Moffat, 1996)</i> <i>Phonological Abilities Test (PAT—Muter, Hulme & Snowling, 1997)</i> <i>Phonological Assessment of Child Speech (PACS—Grunwell, 1985)</i> <i>Phonological Awareness Procedure (PAP—Gorrie & Parkinson, 1995)</i> <i>Phonological Evaluation and Transcription of Audio-Visual Language (PETAL—Parker, 1999)</i> <i>Profile of Phonology (PROPH—Crystal, 1982)</i></p>	<p><i>Traditional articulation therapy (Dodd & Bradford, 2000; Hesketh et al, 2000)</i> <i>Core vocabulary (Dodd & Bradford, 2000)</i> <i>Metaphon & phonological awareness (Howell & Dean, 1994; Hesketh et al, 2000; Gillon, 2004)</i> <i>Psycholinguistic approaches (Stackhouse & Wells, 1997; 2001; Pascoe, Stackhouse & Wells, in press)</i> <i>Instrumental approaches providing visual feedback (e.g. Electropalatography; IBM Speechviewer) (Hardcastle & Gibbon, 1997; Ruscello, 1995)</i></p>

	<i>Profile of Prosody</i> (PROP—Crystal, 1982) <i>Profiling Element of Prosodic Systems – Children</i> (PEPS-C—Wells & Peppé, 2001) <i>Psycholinguistic Framework for Speech and Literacy</i> (Stackhouse & Wells, 1997) <i>South Tyneside Assessment of Phonology</i> (STAP—Armstrong & Ainley, 1988)	
Irish English	<i>Mayo Early Language Screening Task</i> (MELST—Dowd et al., 1992)	
Scottish English	<i>Edinburgh Articulation Test</i> , (Anthony et al. 1971) <i>Metaphon</i> (Dean, Howell, Hill, Waters)	<i>Electropalatography</i> (Hardcastle & Gibbon, 1997) <i>Metaphon therapy</i> (Howell & Dean, 1991) <i>Scottish vowel systems</i> (Bates et al. 2002) <i>Vowel House</i> (Reid, 2003)
Australian English	<i>Assessment of Children’s Articulation and Phonology</i> (ACAP— (James, 1995) <i>Articulation Survey</i> (Aitken & Fisher, 1996) <i>Daz Roberts’ Test of Articulation</i> (Roberts, 2000) <i>Diagnostic Evaluation of Articulation and Phonology</i> (DEAP—Dodd, Hua, Crosbie, Holm, & Ozanne, 2003) <i>Consonant cluster assessments</i> (McLeod, 1997) <i>Computer Aided Speech And Language Assessment</i> (CASALA—Serry et al., 1997) <i>Computerized Profiling</i> (Long, Fey, Channell)	<i>Cued Articulation</i> (Passey, 1990a, b, 2003) <i>Parents and Children Together (PACT)</i> (Bowen & Cupples, 1998; 1999). <i>Speech sounds on cue</i> (Bishop, 2000)
New Zealand English	<i>The New Zealand Test of Articulation</i> (Moyle, 2004) <i>Systematic Analysis of Language Transcripts - NZ</i> (Gillon, Westerveld, Miller & Nockerts, 2002) <i>A New Zealand Spontaneous Language Sampling Protocol</i> (Westerveld & Gillon, 2002) <i>A Speech and Language Screening Test for Academic Success</i> (Gillon & Schwarz, 2001) <i>The Dunedin Articulation Screening Scale</i> (Silva, 1980) <i>The Dunedin Articulation Check</i> (Justin, Lawn & Silva, 1983)	-
Cantonese-Influenced English	-	-
Spanish-Influenced English	-	-
Cantonese	<i>Cantonese Segmental Phonology Test</i> (So, 1993) <i>Hong Kong Cantonese Articulation Test</i> (2002) <i>Cantonese Phonological Assessment Guideline</i> (So, 1992)	-
Dutch	<i>Taaltoets Alle Kinderen, Klankarticulatie</i> (Verhoeven & Vermeer, 2001) <i>Taaltoets Allochtone Kinderen, Klankarticulatie</i> (Verhoeven et al., 1986) <i>Utrechts Articulatie Onderzoek</i> (Peddemors-Boon, van der Meulen & de Vries, 1974) <i>Logo-Art Analysis</i> (Baarda, de Boer-Jongsma & Haasjes-Jongsma, 2005) <i>Fonologische Analyse van het Nederlands (FAN)</i>	<i>Behandeling van articulatiestoornissen</i> (Stess, 2000) <i>Dyspraxieprogramma</i> (Eurlings-Van Deurse et al., 1993) <i>Fonologische procesanalyse met oefeningen</i> (van Borsel, 2003) <i>Logo-art</i> (Baarda, de Boer-Jongsma & Haasjes-Jongsma, 2005) <i>Logopedieklapper</i> (Paulussen-van Vugt, 1980) <i>Metaphonbox</i> (Leijdekker-Brinkman, 1998).
Filipino	<i>The Haló-haló passage</i>	-
Finnish	<i>Artikulaatiotesti. Äänteenmukainen sanakuvatesti</i> (Remes & Ojanen, 1996) <i>Artikulaation arviointitehtäviä</i> (Vainio, 1993)	<i>Touch-Cue Method</i> (TCM —Bashir, Grahamjones & Bostwick, 1984) <i>Melodic Intonation Therapy</i> (MIT—Albert, Spark & Helm, 1973; Helfrich-Miller, 1984)
Québec French	<i>Bilan phonologique</i>	-
German	<i>Ravensburger Stammler Prüfbogen</i> (Frank & Grziwotz, 1974) <i>Werscherberger Lautprüfbogen</i> (Gey, 1976) <i>Stammler Prüfbogen</i> (Metzger, 1967) <i>Logo Ausspracheprüfung</i> (Wagner, 1994)	<i>Psycholinguistic-Orientated Phonological Therapy</i> (Fox, 2005) <i>Inconsistency Approach</i> (Fox, 2005)

	AVAK - Analyseverfahren zu Aussprachestörungen bei Kindern (Hacker & Wilgermein, 1998) ADD – Aachener Dyslalie Diagnostik (Stiller & Tockuss, 2000) Patholinguistische Diagnostik von Sprachentwicklungsstörungen (Kauschke & Siegmüller, 2002) PAP – Pyrmonter Ausspracheprüfung (Babbe, 2003) PLAKSS – Psycholinguistische Analyse kindlicher Aussprachestörungen (Fox, 2005) Bilderbuch zur Ausspracheprüfung bei Kindern (Hild, 2002)	
Greek	Assessment of Phonetic and Phonological Development (PAL, 1995)	-
Israeli Hebrew	Articulation and Naming Test (Rosin & Yakir, 2000) Goralnik Language Screening Test (Goralnik, 1995)	Sound, Shape, and Color (Nachmany, 2004) Phonological Intervention Approach to Articulation Disorders (Ben-David & Peleg, 2005)
Japanese	Shinteiban Kotoba no Tesuto Ehon (Taguchi & Ogawaguchi, 1992) Kōon Hattatsu Yosoku Kensa (Nagasawa et al., 1985) Kōon Kensahō (Abe et al., 1981; Funayama, et al., 1989)	-
Jordanian Arabic	Amayreh Articulation Test (Amayreh, 1994) Logical International Phonetic Programs (LIPP—Dyson & Amayreh, 2000)	-
Korean	Picture Articulation Test (Kim, 1994) Korean Articulation Test for Children (K-TAC—Kim & Pae, in press)	-
Maltese	Diagnostic Evaluation of Articulation and Phonology (DEAP—Dodd, Hua, Crosbie, Holm, & Ozanne, 2003 – Maltese adaptation Mallia Borg, 2004) Maltese-English Speech Assessment for Children (MESA—Grech & Dodd)	-
Norwegian	Norsk fonemtest (Tingleff). Norsk logopedlags språklydprøve (Norwegian Association of Speech & Language Therapists) Artikulasjonsprøve B (Backe) Artikulasjonsprøve for registrering av uttalefeil (Johnsen) Illinois Test of Psycholinguistic Abilities (ITPA) Norwegian version (Gjessing & Nygaard)	Metaphone (Metafon)(Benn Thomsen) Praxis, an intervention method (Eva Hellman och Britt Hellquist)
Portuguese	Avaliação Fonológica da criança (AFC—Yavaş, Hernandorena & Lamprecht, 1991) Teste de Linguagem infantil: nas áreas de fonologia, vocabulário, fluência e pragmática (ABFW—Andrade, 2000)	-
Putonghua	-	-
Sesotho	-	-
Spanish	Assessment of Phonological Processes-Spanish (Hodson, 1986) Austin Spanish Articulation Test (Carrow, 1974) Southwest Spanish Articulation Test (Toronto, 1977) Spanish Articulation Measures (Mattes, 1995)	-
Thai	-	-
Turkish	Eskisehir Speech Assessment Test (Ozsoy, 1982) Ankara Articulation Test (Ege, Acarlar & Guleryuz, 2004) Turkish Articulation-Phonology Test (SST-Topbaş, 2004/5)	-
Vietnamese	Three word lists (Cheng, 1991; Hwa-Froelich et al., 2002; Tang & Barlow, in press)	-
Welsh	Dyfed test (Speech and Language Therapists in Mid Wales) CWLWM (Rees & Trythall, 1995) Word list for sampling consonants (Ball & Munro, 1981; Munro et al., 2005)	POPAT phoneme awareness programme developed in Pembrokeshire (SW Wales)