

IT'S NOT THERAPY: AN INVESTIGATION OF SPEECH-LANGUAGE PATHOLOGISTS' PERCEPTIONS OF ACCENT MODIFICATION SERVICES FOR ADULT SPEAKERS AND COLLEGE STUDENTS' PERCEPTIONS OF ACCENTS CONTINGENT UPON THEIR EXPOSURE TO DIVERSE SPEAKERS

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Purpose Statement

The purpose of this study is two-fold. First, I investigated speech-language pathologists' (SLPs) perceptions of accent modification services for adult speakers. Second, I examined college students' perceptions of accents. In addition, I explored how participants' perceptions may differ contingent upon exposure to and interaction with diverse speakers.

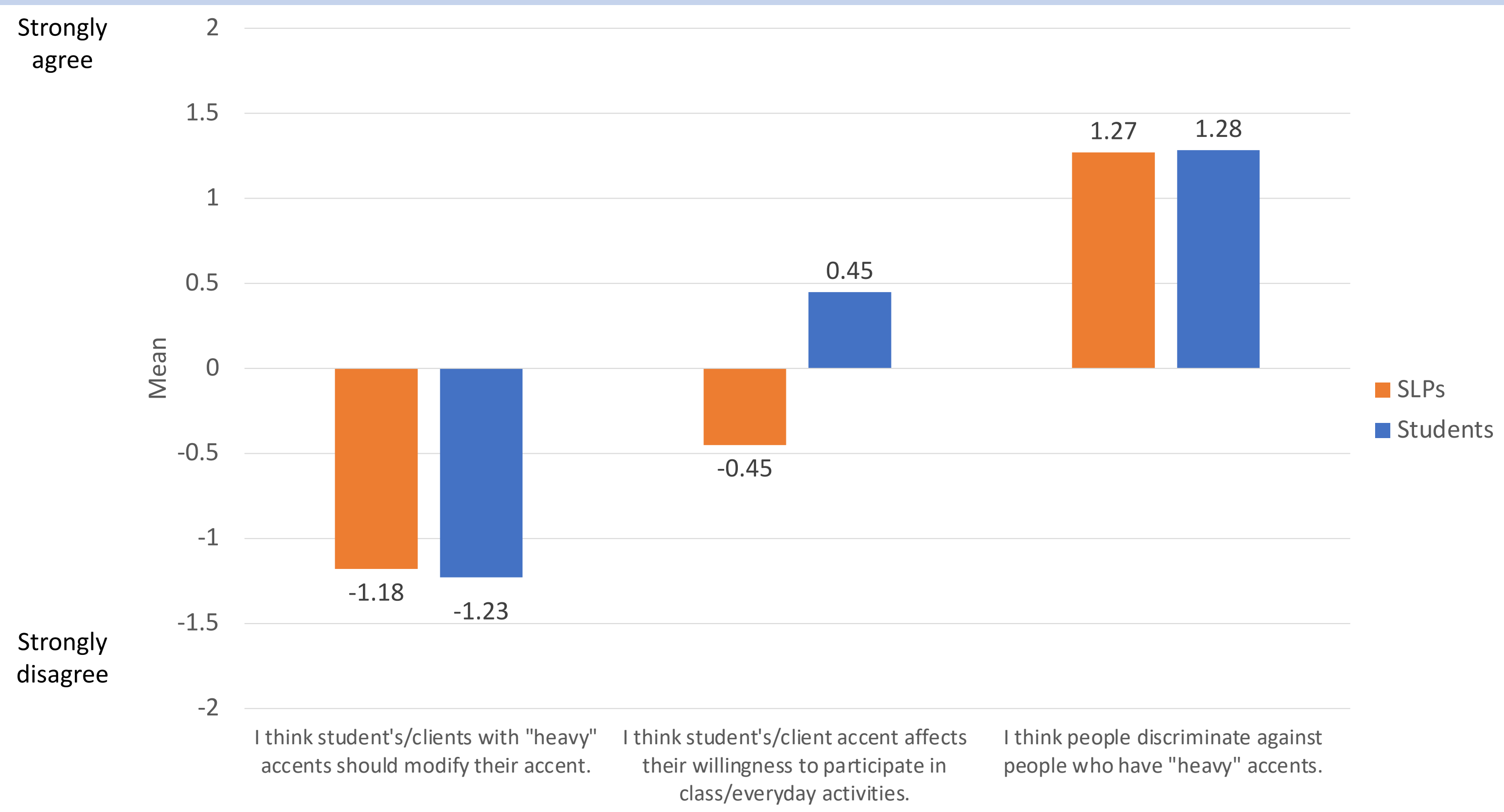
Method

- I gathered data by means of two electronic surveys.
- Questions toward SLPs and students asked about their exposure and perception.
 - In addition, SLPs answered questions about therapy practices while students answered questions about their personal experiences.
- I recruited SLPs through online recruitment via emails and posts on social media in order to obtain participants who currently work or have worked with accent modification clients.
- I recruited students via an all-school email and flyers around the College of Wooster campus.

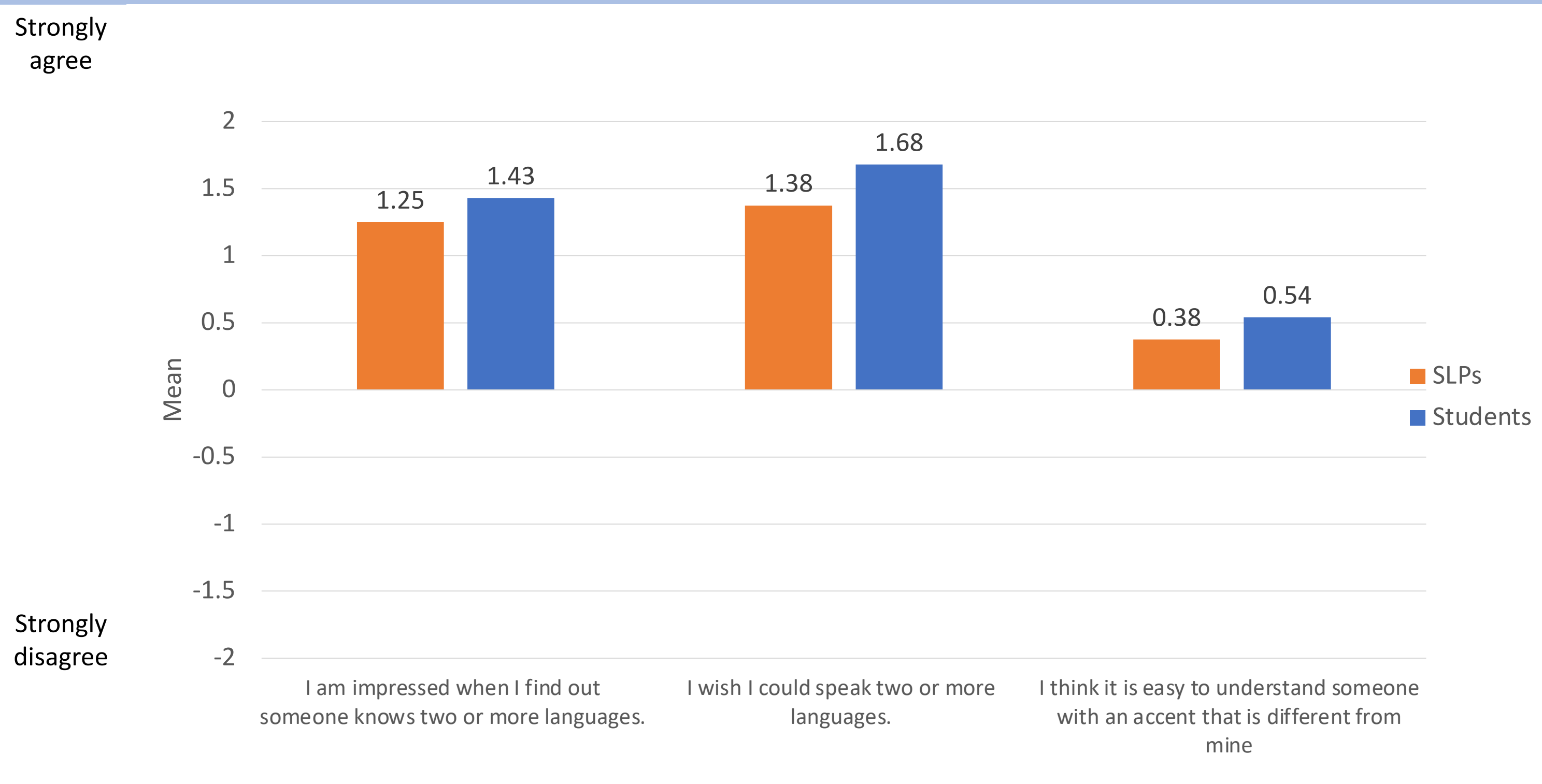
Effectiveness of strategies for accent modification

Questions	n	M	SD	Mode	Range
Visual aids	8	3.25	0.89	4	2-4
Audio and video recording and feedback	10	2.60	1.26	3	0-4
Clear speech approach	5	2.60	0.55	3	2-3
Biofeedback approach	3	2.33	0.58	2	2-3
Modeling and imitating	10	2.80	1.23	3	0-4
Group instruction/therapy	6	1.83	1.17	2	0-3

SLPs' and students' perceptions about speakers with an accent



Mean levels of SLP and student agreement about perceptions of multilingualism and accents



Advisor: Joan E. Furey, Ph.D.

Participants

- Speech-Language Pathologist ($n = 11$) completed the survey.
 - Eleven different states represented such as C.A., N.C., M.D., C.O., and N.E.
 - Every decade from 1970 was represented, with the omission of data from the 2000's.
 - There were eight monolingual speakers and three multilingual speakers.
- College of Wooster students ($n = 223$) completed the survey.
 - 189 Domestic students, 23 International students and nine Global nomads represented.
 - Students spoke 11 additional languages other than English.

Major Conclusions

- SLPs perceptions of accent modification services are generally favorable.
- Although students agree that students are discriminated against due to their accent, they do not agree people should modify their accents.
- SLPs and students have a high level of alignment on perception questions with the exception of the question "I think student's/client accent affects their willingness to participate in class/everyday activities."
- There was a significant difference between students' neighborhood exposure and their perception of accents.

Future Research

- Increase SLP sample size.
- Further exploring other professionals, such as ESL teachers' perceptions of effective strategies for providing accent modification.



Adapted from Helgert, K. (2021). [Image]. KQED. <https://www.kqed.org/news/11719871/why-the-myth-of-the-san-francisco-accent-persists>



Adapted from Itstock (2017). [Image]. Vermont Public. <https://www.vermontpublic.org/programs/2017-08-04/why-are-there-so-many-different-languages>