

INTRODUCTION

Evaluative terms are words that express feelings and emotions which convey approval or disapproval (e.g., *disappointed, rejected*) and speech dysfluencies are interruptions in the forward flow of speech.

AIM

The aim of this study is to explore the interface between evaluative terms and speech dysfluencies in the narratives of a Yiddish-English bilingual with a moderate non-fluent aphasia and a moderate neurogenic stutter.

RESEARCH QUESTIONS

1. Do the frequencies of evaluative terms and expressions differ in L1/Yiddish and L2/English?
2. To what extent do evaluative terms and expressions relate to cue word pleasantness?
3. Do emotional memories trigger more frequent use of evaluative language?

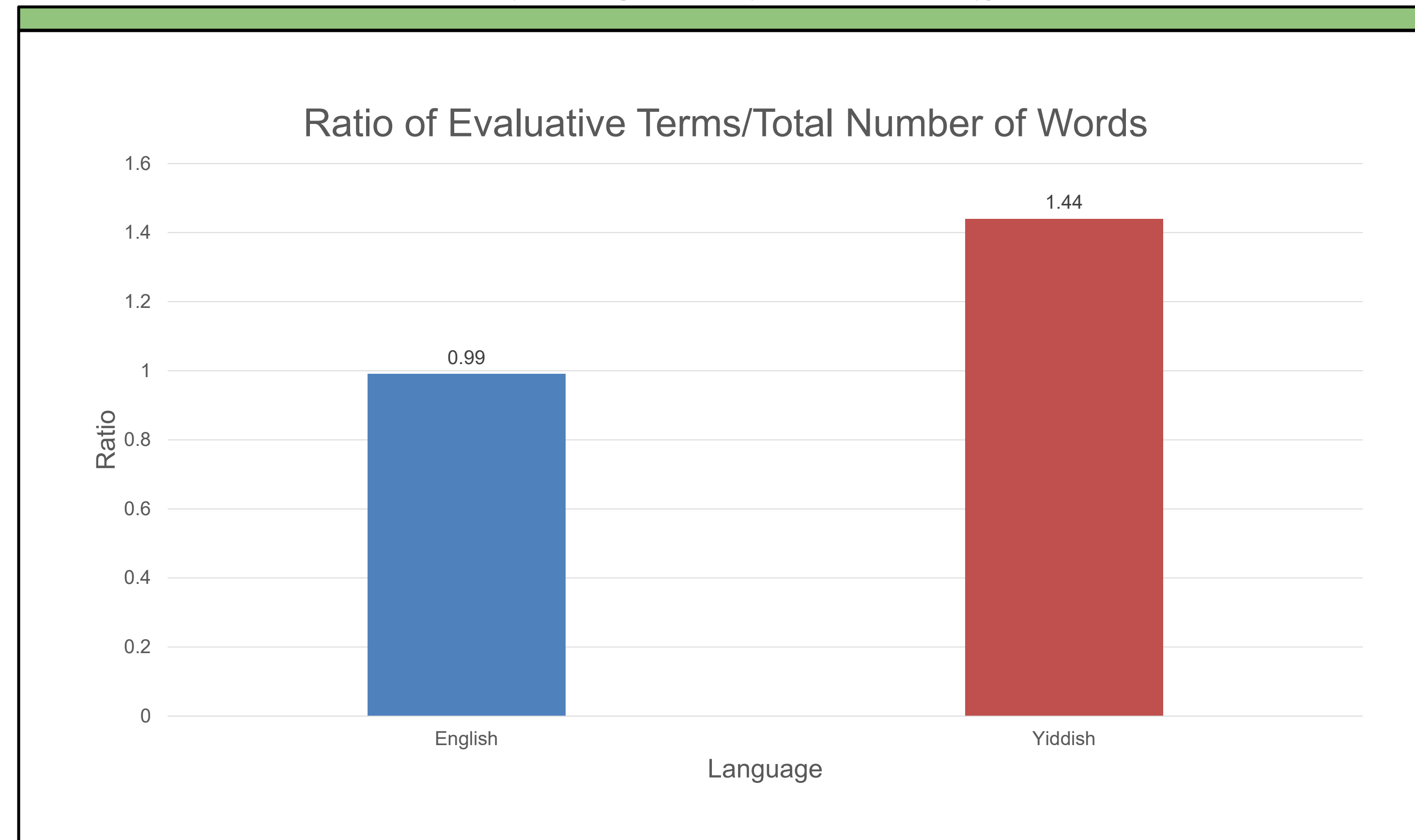
PARTICIPANTS

- A 59-year old, Yiddish-English bilingual male, with a left-hemisphere CVA, was assessed with the *Bilingual Aphasia Test* (Paradis & Libben, 1987), the *Stuttering Severity Instrument-4* (Riley, 2009), and the *Quick Assessment for Apraxia of Speech* (Tanner & Culbertson, 1999).
- The participant is a native speaker of Yiddish and bilingual in English from age six.
- Prior to his stroke, Yiddish was used more than English, mainly for teaching and Talmud study; English was used at home with family.
- After the stroke, English became dominant, used with family at home and for therapy.
- The study was conducted eight years after the stroke.

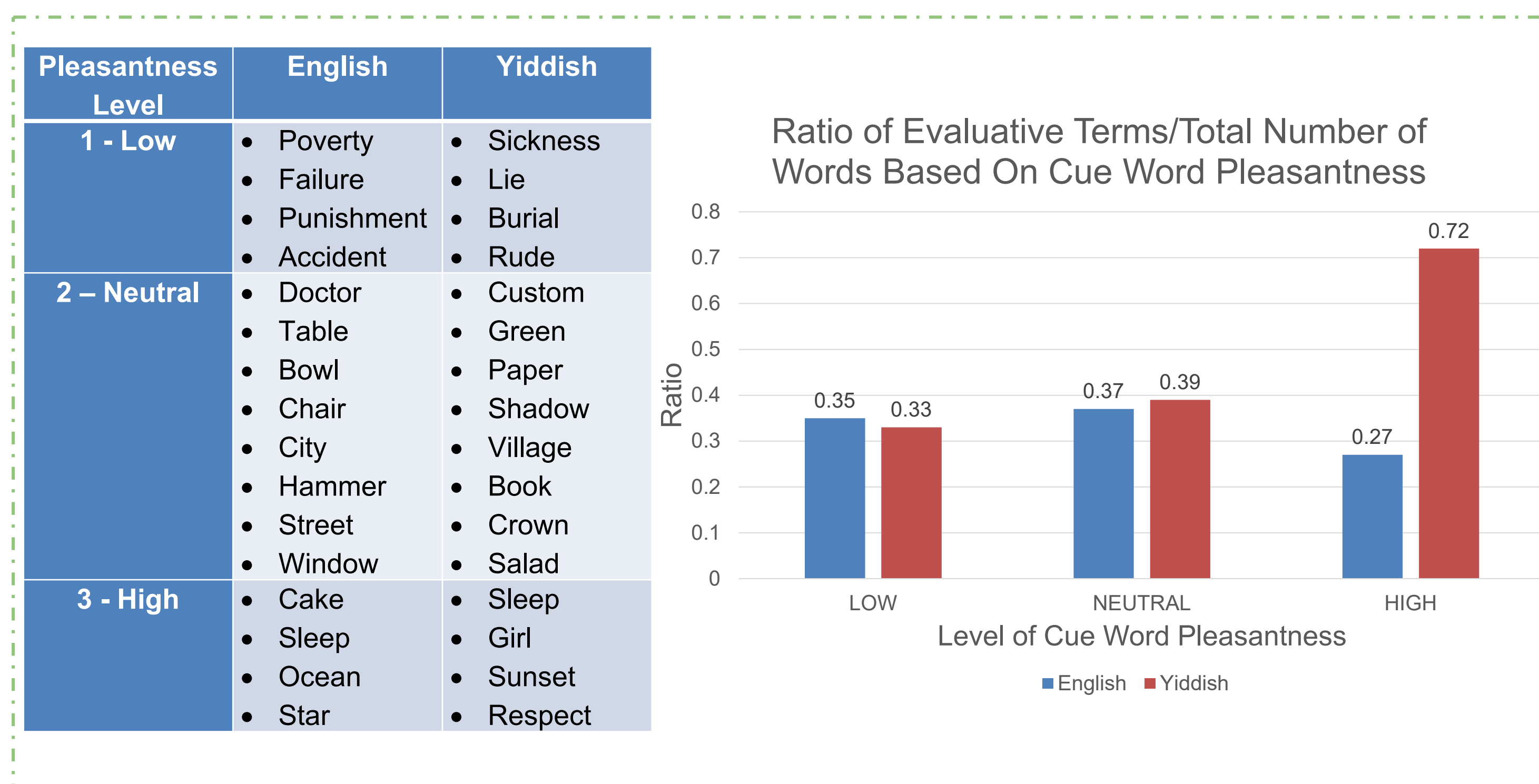
MATERIALS AND PROCEDURES

- Thirty-two narratives (16 in each language) were elicited using cue words which were rated as either low, neutral or high on a pleasantness by external raters.
- Once the narratives were obtained, they were rated as emotional or non-emotional based on the content of the narrative produced.
- Speech dysfluencies were classified as:
 - Stuttering-like (tense block, broken word, prolongation, sound repetition, syllable repetition, monosyllabic word repetition)
 - Non-stuttering-like (silent pauses greater than 250 milliseconds, multisyllabic word repetition, phrase repetition, self-correction, interjection, false start, and unfinished word)

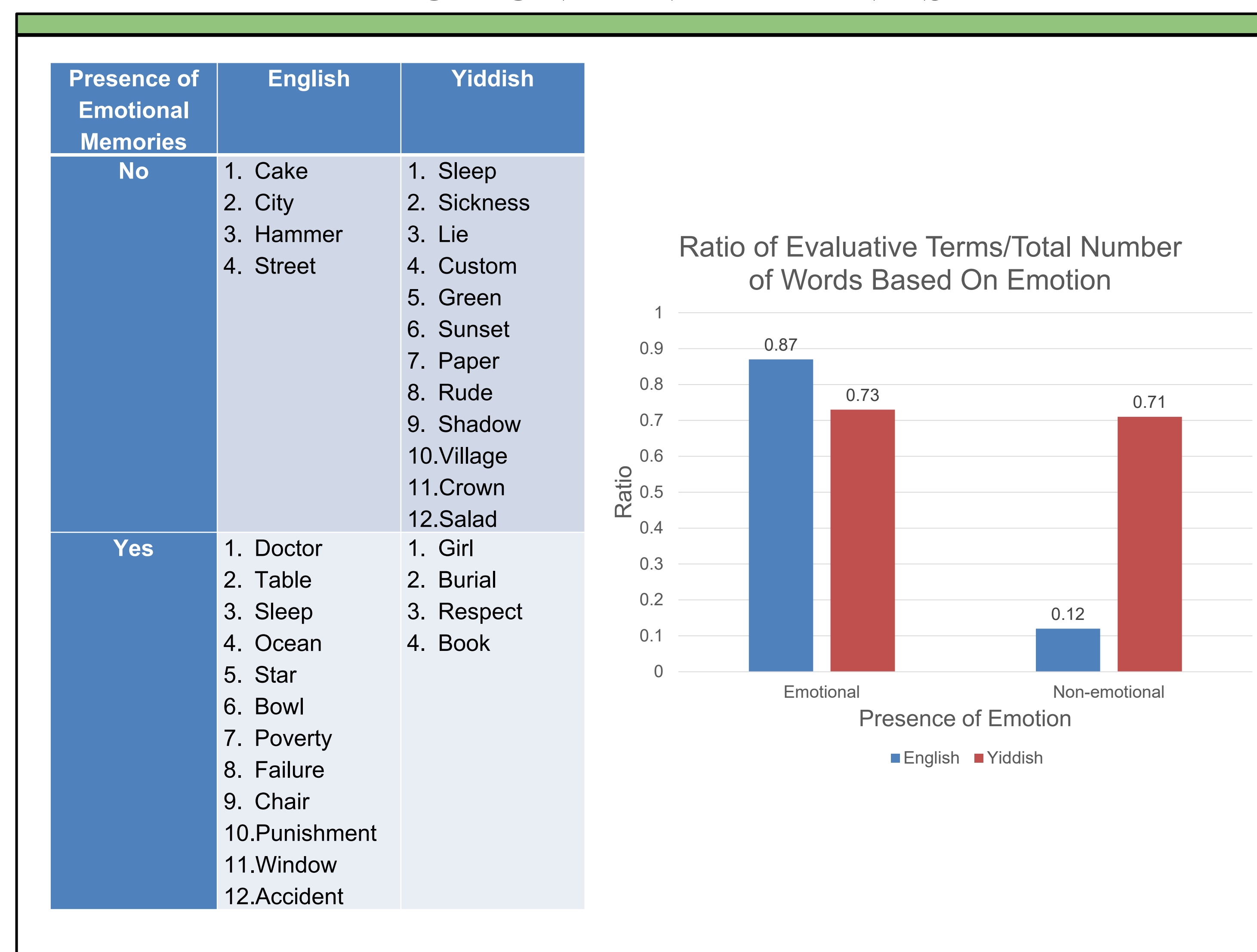
EVALUATIVE TERMS



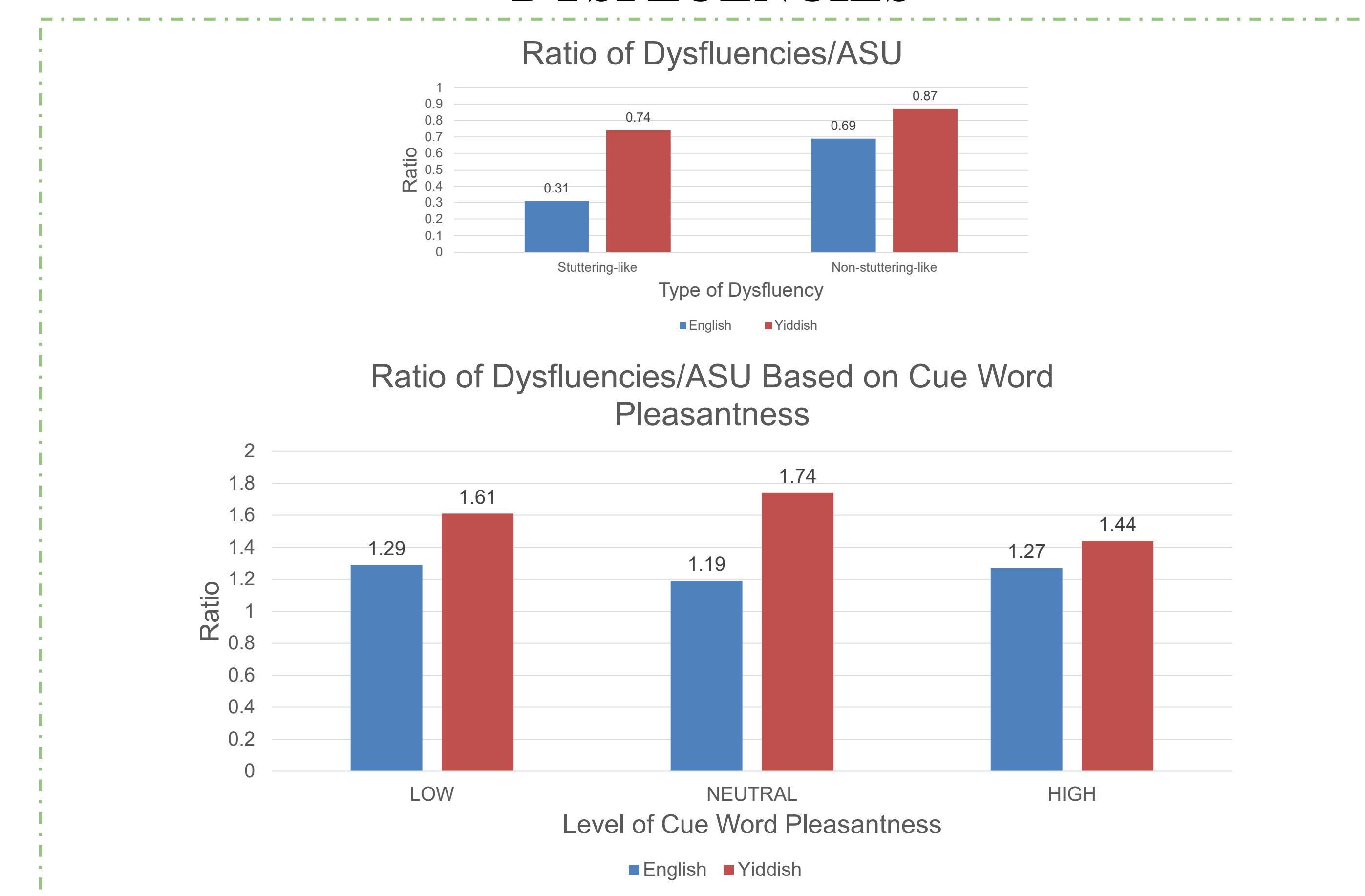
CUE WORD PLEASANTNESS



EMOTIONAL NARRATIVES



DYSFLUENCIES



RESULTS

- Evaluative terms were more frequent in Yiddish than in English.
- In Yiddish only, the high-pleasantness cue words triggered more evaluative terms and expressions than in the low and neutral pleasantness cue words.
- Narratives that were rated as 'emotional' triggered more evaluative terms than non-emotional narratives in English only.
- There were more stuttering and non-stuttering speech dysfluencies in Yiddish than in English.
- Pleasantness did not affect the frequency of dysfluencies in English narratives while in Yiddish, higher rates of dysfluencies appeared in narratives with low and neutral pleasantness cue words.
- In Yiddish, the dominant language before the stroke, there is a link between dysfluent speech, evaluative terms and pleasantness while in English the link is apparent between evaluative terms and degree of emotion.

CONCLUSION

- These results emphasize that emotional narratives are differently expressed across languages and even pleasantness is not perceived similarly across the languages.
- These factors inevitably affect speech dysfluencies, in particular, stuttering-like dysfluencies.
- The main implication for treatment relate to the extent to which treatment programs should account for language-specific differences regarding emotion and pleasantness in narratives.

REFERENCES

- Paradis, M., & Libben, G. (1987). *The assessment of bilingual aphasia*. Hillsdale, NJ: Lawrence Erlbaum.
- Riley, G. D. (2009). *Stuttering severity instrument for children and adults (SSI-4) (4th ed.)*. Austin, TX: Pro-Ed.
- Tanner, D., & Culbertson, W. (1999). *Quick assessment for apraxia of speech*. Oceanside, CA: Academic Communication Associates.