
Speech Perception and Production

SIG 19

INTRODUCTION

This Perspectives (SIG 19) includes four different speech science articles that focus on speech production, speech perception, or both. Akbari and Aoyama examine epenthetic vowels produced by Persian L2 speakers of English corroborating previous research findings regarding acoustical characteristics of anaptyctic epenthetic vowels—prothetic epenthetic vowels differ from the phonemic vowels they precede. Hitchcock et al. examine speech perception of typical adults, typical children, and children with speech sound disorders, finding that children with speech sound disorders differ as compared to both typical groups. Rong conducted a preliminary examination of the articulatory control of speech and speech-like tasks. The results revealed shared and task-specific articulatory features in speech and speech-like tasks, specifically sharing that alternating motion rate tasks may be more useful for assessing temporal aspects of articulation whereas sequential motion rate tasks may be more useful for assessing spatial aspects of articulation and coordination. Lastly, Boyd-Pratt and Donai review evidence that the high frequency region contains perceptual cues regarding segmental, speaker identity, and speaker sex as well as improved speech recognition in the presence of noise.

LEARNING OUTCOMES

You will be able to:

- describe the acoustical differences between phonemic and epenthetic vowels in terms of duration, F1, and F2 for Persian L2 speakers of English
- describe how children with speech sound disorder may differ from adults and/or their typically developing peers in their speech perception of syllable contrasts
- illustrate the utility of task-specific articulatory features in speech and speech-like tasks for articulatory assessment
- define the importance of perceptual cues in this frequency region for speech-language pathologists and audiologists

CONTENTS

Epenthetic Vowels and Phonemic Vowels: Same or Different?

by Christina Akbari and Katsura Aoyama (https://doi.org/10.1044/2020_PERSP-20-00002)

Measuring Speech Perception Using the Wide-Range Acoustic Accuracy Scale:

Preliminary Findings by Elaine R. Hitchcock, Kathryn L. Cabbage, Michelle T. Swartz, and Thomas D. Carrel (https://doi.org/10.1044/2020_PERSP-20-00037)

Neuromotor Control of Speech and Speech-Like Tasks: Implications From Articulatory

Gestures by Panyong Rong (https://doi.org/10.1044/2020_PERSP-20-00070)

The Perception and Use of High-Frequency Speech Energy: Clinical and Research Implications by Helen A. Boyd-Pratt and Jeremy J. Donai
(https://doi.org/10.1044/2020_PERSP-20-00075)

PROGRAM HISTORY and IMPORTANT INFORMATION



ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.45 ASHA CEUs (Intermediate level, Professional area).