

LCSD05 Clinical Linguistics and Phonetics Phonological Analysis practice paper

Attempt **all** the questions. Write your answers to (4)-(12) on the paper provided making sure you that you number your answers and write your candidate number at the top of each sheet. The marks awarded for each question are indicated on the right. Total marks [100]

In addition to your answer paper, you will need to hand in each of the following:

- i. Phonological Sampling sheet
- ii. Phonetic and Phonological Systems Analysis (PPSA) sheet

		Mark Awarded
1	Complete the table on the Phonological Sampling sheet to give the adult target forms for items 41-58 .	2
2	Chart the data on the PPSA as appropriate for singleton consonants [12 marks] and clusters [4 marks]. NB. Make sure you chart all the data, i.e., include the additional data.	16
3	Complete the PPSA Error Pattern Summary (p. 2). NB. The marks awarded do not necessarily equate to the number of processes/patterns evident in the sample.	10
4	(a) What consonant sounds does Pip have in her phonetic inventory?	2
	(b) Which singleton consonant phonemes have not been tested in the current sample?	2

**Marks
Awarded**

- (c) Which of the phonemes tested would you want to assess for stimulability? 4
- 5 What evidence is there in the data of progressive change within Pip's system, i.e., of processes/patterns already moving towards resolution? You should consider each process/pattern in turn and aim to provide as much detail as possible. 8
- Note: while there is principled variation in Pip's treatment of individual sounds, there is relatively little evidence in this data set of progressive variability i.e. of *processes* beginning to resolve. The marks awarded reflect this. For this question, note what you can. Tip: think also about emerging *contrasts*, e.g. what evidence is there of an emerging place contrast or an emerging voice contrast.
- 6 Give your initial hypothesis regarding Pip's differential diagnosis and outline the reasons for your decision. 8
- 7 Give a brief description of Pip's treatment of fricatives, identifying any conditioning factors. Tip: in questions like these, you are simply required to look for patterns, systematic trends in the data. How are sounds within a given class (e.g. fricatives) treated differently? What features does one sub-group (e.g. labial vs lingual fricatives) share that is not shared by the other sub-group? 8

- 8 Briefly describe the phonological processes involved in the realisation of the following words. Specify which consonant or vowel each process applies to: 8
- i. 'glove' realised as [dʌb]
 - ii. 'flower' realised as [waʊə]
 - iii. 'trousers' realised as [waʊdɪd]

- 9 Which targets would you prioritise for therapy when working with Pip? Select **one** phonological process or atypical pattern and state which **two** phonemes you would target first and in which word position/s. Give a brief rationale for your decision. 10

NB. There is no single correct answer. Marks are awarded for

- Selecting processes which are delayed (as opposed to age-appropriate) or atypical and phonemes which are subject to incorrect realisation.
- A brief rationale in terms of whether you are selecting targets on the basis of traditional or newer selection criteria.

In general, traditional criteria recommend prioritising earlier acquired phonemes and/or phonemes for which the child shows most productive phonological knowledge (PPK) . The aim is to build on success and consolidate emerging contrasts before targeting more 'difficult' areas.

Newer selection criteria recommend prioritising later acquired phonemes and/or phonemes for which the child shows less PPK. Recommended in the case of older children (i.e., > 4;0 yrs) and in more severe/complex cases.

**Marks
Awarded**

- 10 The speech sample is very limited and further data collection is warranted to test/confirm observations. Outline what further data you would collect and why. **6**
- 11 Make up **two** examples to illustrate what is meant by each of the following phonological process terms: NB. Follow the format shown in example i below: **8**
- i. **alveolar backing: /ti/ → [ki], /bat/ → [bak]**
 - ii. vowel raising
 - iii. stopping of affricates
 - iv. palatal fronting
 - v. lateralisation
- 12 List **four** minimal pairs to use when targeting **each** of the following processes/patterns. **Transcribe these phonetically.** **8**
- NB. These must be real words and appropriate for working with children (i.e. no swear words). As far as possible, they should be imageable or demonstrable)
- i. post-vocalic de-voicing of plosives
 - ii. gliding of fricatives
 - iii. obstruent + liquid cluster reduction
 - iv. deletion of plosives word-finally