



GUIDELINES FOR CONDUCTING A PHONOLOGY ASSESSMENT OF AN ADDITIONAL LANGUAGE (HOME) USING AN INTERPRETER.

BOOKING

- Before booking your interpreter, review your referral form and assess whether a phonology assessment is required to be administered. You may not always be able to determine this by the referral so be prepared.
- Ensure that, when booking the interpreter they speak the same dialect as the client.
- Always book the interpreter 15 minutes before the session commences. This is for any assessment preparation or discussion with the interpreter. (please refer to guidelines of working with an interpreter)

PRE-SESSION

- Meet with the interpreter and explain the aims of the phonological assessment. If you require a phonology assessment during the session that was not planned, allow the child to have free play with the parent and, observe this, as it is also assessment. Continue with the following guidelines.
- Ask the interpreter which English phonemes are also represented in the home language, fill in appendix A.
- Ask the interpreter which additional sounds are used in the home language and make a list of these (Appendix A). You will find that Arabic languages will use more glottal and pharyngeal sounds, Indian Asian languages will use more retroflex sounds and aspirated sounds (Hindi, Urdu & Punjabi). Make use of the IPA chart for reference.
- Ask the interpreter to identify pictures from the South Tyneside Assessment of Phonology (STAP) or Diagnostic Evaluation Articulation Phonology (DEAP), which will give a sample for evaluation using the range of sounds for the home language. If pictures are not available use "Clip on Line", or draw your own.
- You do not have to explain to the interpreter the phonological processes in detail, but explain basic types of substitutions e.g. fronting, stopping, cluster reduction etc. the interpreter can be aware of these and listen out for these when asked.
- Identify a list of words for assessment. Choose between 10-15 words which will give you an ideal sample. Use Appendix B to record this data. Ensure you record the phonological transcription given by the interpreter.



ASSESSMENT

- Using the pictures that have been identified conduct a phonological assessment in the manner that you are accustomed to.
- Record this information on form Appendix B.
- Review production of sounds in isolation English Consonants and home language consonants. Record this information on form Appendix A.
- Remember to use the same procedure with vowels, it is important to do this as children generalise vowels between the two languages and this can seem disordered. Vowel substitutions are evident in accents.

POST ASSESSMENT

- Review with the interpreter the child's phonological sample that you have described.
- Discuss the patterns of substitutions with the interpreter.
- This will give you a profile of errors from the home language.
- Usually with phonological difficulties they will generalise between the two languages. Phonemic processes translate between languages e.g. if fronting in English, will front in Gujarati.
- Articulation difficulties can be phoneme specific.
- Further intervention can be determined through this. Because the majority of phonological groups are in English it is important to gain a sample of phonological processes in English. If the child is monolingual (not English speaking) you will have to do this by word repetition. It is important to note that the sample has been gained by repetition. Certain sound substitutions that occur in English are due to pronunciation from the home language. E.g. in the Chinese language they have difficulty producing the sound 'r' which they substitute for 'l'. This can be seen as gliding but is common to Chinese speaker.
- Use Appendix C to make any additional comments or assessment or note any information given by the interpreter on the home language's sound system.
- Remember to use your clinical skills. This is a guideline and not a conclusive procedure.
- Make a note of the interpreter's ID number. If you require the same assessment in that language for another child request the interpreter that you have used. Next time they will be aware of the procedure.



APPENDIX A

NAME:

DATE:

LANGUAGE:

ASSESSING A CHILD'S PHONEME PRODUCTION IN THEIR HOME LANGUAGE.

PHONEME IN ENGLISH	SOUND APPARENT IN HOME LANGUAGE	CHILD'S PRODUCTION (Transcribed)
p		
b		
t		
d		
k		
g		
f		
v		
s		
z		
m		
n		
n (wing)		
ch		
sh		
j		
l		
r		
w		

ADDITIONAL PHONEMES IN HOME LANGUAGE

PHONEME TARGET	CHILD'S PRODUCTION



APPENDIX C

NAME:

DATE:

Differences between English and home language sound system

Additional comments regarding use of phonemes from home language

Summary & findings of assessment