



# NetQues

Network for Tuning Standards and Quality  
of Education Programmes  
in Speech and Language Therapy/Logopaedics across Europe



Project No. 177075-LLP-1-2010-1-FR-ERASMUSENWA



## Educational Practices in SLT Collecting Examples of Good Practices

### 1. Title of the video/resource (add a link to your example)

IPA on line transcription template with IPA symbols

Handbook of the IPA: A guide to the use of IPA (1999). Cambridge UK: University Press

Edwards & Gregg (1997). Applied Phonetics Workbook.

Shriberg, L et al (1997). A series of articles on the differential diagnosis of apraxia of speech. Journal of Speech and Hearing Research

link:<http://www.langsci.ucl.ac.uk/ipa/>

### 2. Authors / contact (optional)

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### 3. Language (in which language is the example?)

English

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## 4. Abstract (English)

### OBJECTIVE:

Multilingualism and multiculturalism become increasingly important in the healthcare sector with a focus on serving children and adults with phonological/speech disorders. Effective screening, assessment and intervention in such populations become seminal if and only the clinician assesses the person in his/her dominant language. Consequently, knowledge of the phonetics and phonology of a particular language as well as the general principles behind phonetic and phonological sciences renders this branch of SLT profession as one of the most crucial academic and clinical parameter.

The seminar focuses on theoretical implications of contemporary and traditional phonological theory (segmental, autosegmental, generative phonology) as well as on issues related to speech production, articulatory and acoustic phonetics. Practical laboratory work in the form of phonetic transcription provides the student with an opportunity to practice and use online the symbols of the International Phonetic Alphabet (IPA). In addition the students become familiar with the universal phonetic symbols and principles as well as phonetic transcription that can apply to a particular language.

In particular the students will:

1. Identify and use recognize preliminary terminology of phonology and phonetics.
2. Use the symbols of the International Phonetic Alphabet as well as distinguish their practical use in transcribing words, phrases and sentences (use of on line templates).
3. Apply the principles of phonetic transcription (narrow and broad) and familiarize themselves with all potential symbols .
4. Apply the notion of Distinctive features and phonological processes from a cross-linguistic perspective when describing the characteristics of phonemes, rules and domains.
5. Discuss the issue of multilevel hierarchical representation of phonology parameters.
6. Describe the parameters of segmental and suprasegmental speech patterns.
7. Develop protocols for assessing and analysing phonetic phonological samples in based on independent and relational speech production analyses

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Education and Culture DG  
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## 5. Keywords

Phonetics, phonology, cross-linguistic, phonetic transcription, ipa symbols

## 6. Motivation letter: Please, justify why this is a good example of good practice

Motivation: The reason to propose this seminar as an example of good practice lies on its diagnostic, analysis and therapy goal design. It offers the students/clinicians means to investigate and analyze thoroughly the phonetic and phonological profile of each child (ie in phonological disorders). It also provides efficient means of on line phonetic transcription as well as means to observe speech patterns beyond the level of the phoneme.

Such seminar will also stimulate the creation of research teams with the focus and end goal of the creation of a European database/infrastructure to be used by all clinicians interested in using phonetic and phonological analyses templates.

It will also promote better skills in developing therapy goals as well as more efficient data collection of speech samples to be used later on.

Finally the presentation of independent and relational phonetic/ phonological analysis parameters will ensure (if possible) homogeneity in data collection, analysis and intervention planning from a cross-linguistic perspective.

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