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Université d'Ottawa | University of Ottawa
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Phonological Errors in the Speech of Francophone Children

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Acknowledgements



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Acknowledgements

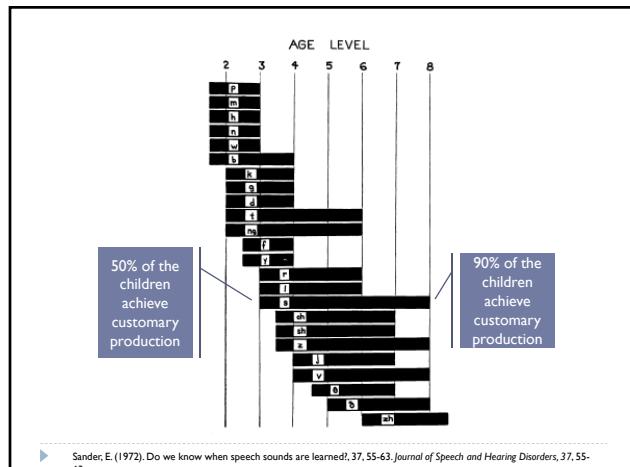
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▶ www.medicine.mcgill.ca/srvachew

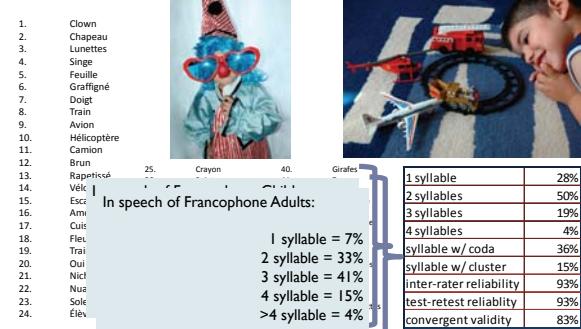


New Segment Norms for Québec French

- ▶ Casse-tête d'évaluation de la phonologie (Auger, 1994)
- ▶ 40 target words that represented all possible initial, medial, and final consonants of Québécois French
- ▶ 42.5% 1-syllable; 50% 2-syllable; 7.5% 3-syllable
- ▶ Mastery prior to 36 mo: /p, t, m, n, f, z, η/
- ▶ Mastery between 36 and 53 mo: /b, d, k, g, v, l, w, ʁ, ɥ/
- ▶ Mastery after 53 mo (but customary production before 53 mo): /s, ʃ, ʒ, j/

▶ MacLeod,A.A.N., Suron,A., Trudeau,N., & Thordardottir,E. (2011). The acquisition of consonants in Québec French: A cross-sectional study of preschool aged children. *International Journal of Speech-Language Pathology*, 13, 93-109.

Pre-Treatment and Post-Treatment Speech Production Accuracy (TFP; 54 items)



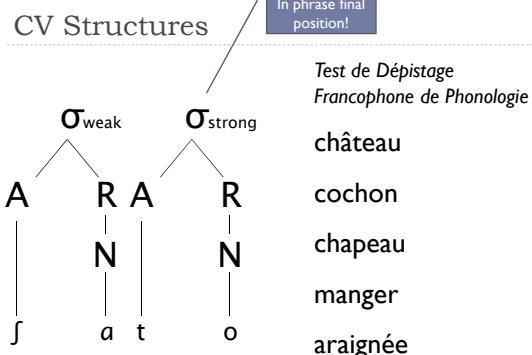
▶ Test Francophone de Phonologie (Paul & Rvachew) from Paul, M. (2009). Predictors of consonant development and the development of a test of French phonology. McGill University, Montréal, Québec. Available from www.medicine.mcgill.ca/rvachew.

Word Elicitation



- ▶ (s) Le garçon est déguisé en _____?
- ▶ Il nous fait rire, c'est un _____?
- ▶ (ir) Clown. Il nous fait rire, c'est un _____?
- ▶ (ii) Dis « clown »?
- ▶ (s) (pointer) Ça, c'est un _____?
- ▶ Sur sa tête, il a un _____?
- ▶ (ir) Chapeau. Sur sa tête, il a un _____?
- ▶ (ii) Dis « chapeau »?

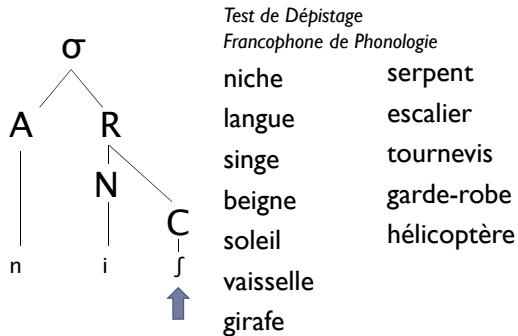
CV Structures



▶ TEST DE DÉPISTAGE FRANCOPHONE DE PHONOLOGIE © RVACHEW,S., BROSSEAU-LAPRÉ,F. & PAUL,M. (2012).

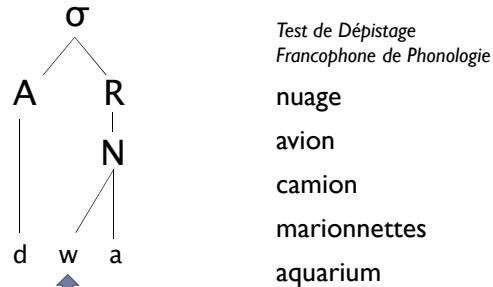
Available from www.medicine.mcgill.ca/rvachew

CVC Structures



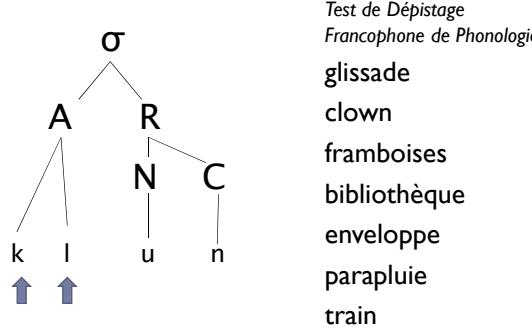
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Gn Structure (Glide in the Nucleus)



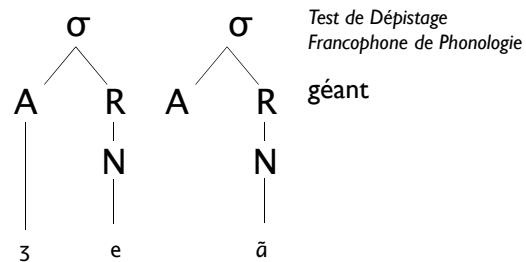
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Ab Structure (Attaque Branchante)



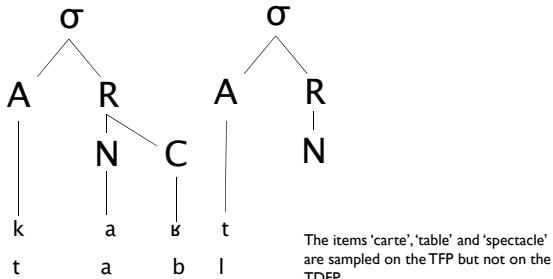
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-V.V-Structure (word internal empty onset)



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-VCC Structure



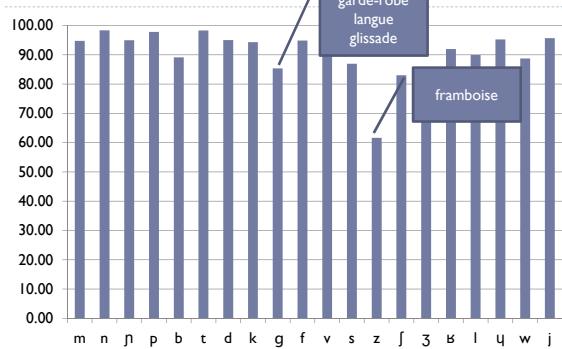
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TDFF: Normative Data

	Maternelle	Première Année
Sample size	43	18
Boys/Girls	21/22	11/7
L1/ L2	24/19	12/6
Mean (SD) Age in years	6;1 (3;7)	7;2(3.88)
Age at first word in months	11.93	11.00
Maternal education in years	14.28	15.00

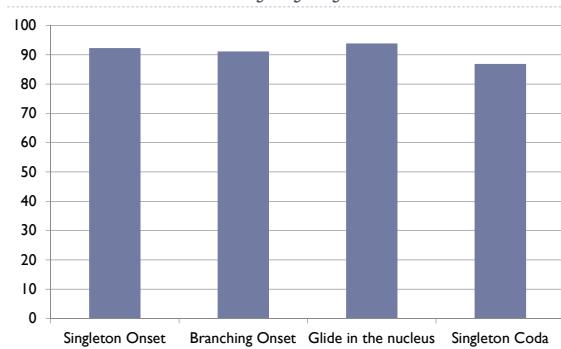
► Rvachew, S., Marquis, A., Brosseau-Lapré, F., Royle, P., Paul, M., & Gonnerman, L. M. (Early Online). Speech articulation performance of francophone children in the early school years: Norming of the Test de Dépistage Francophone de Phonologie. *Clinical Linguistics & Phonetics*, 1-19.

Percent Correct Production of Consonants

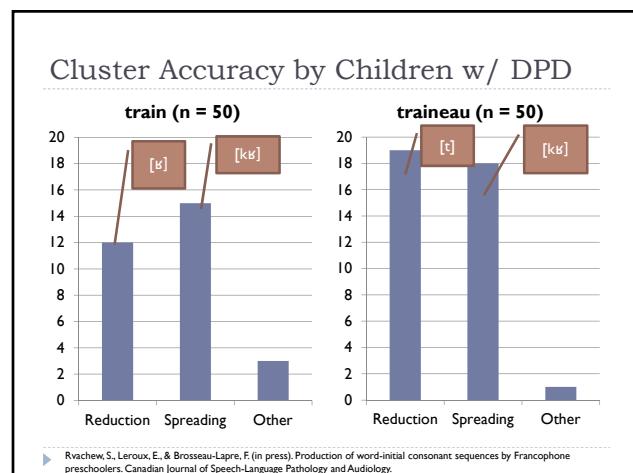
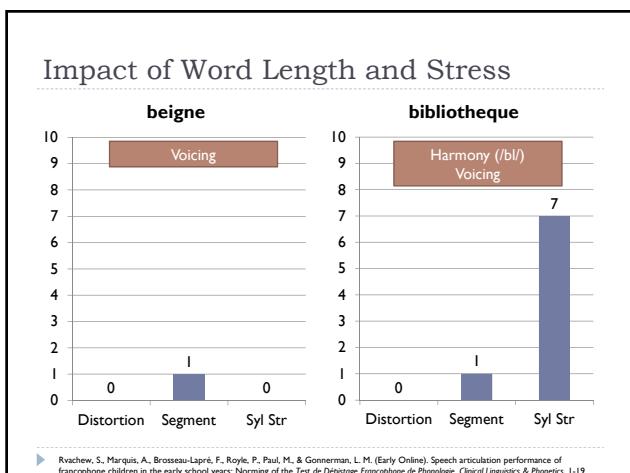
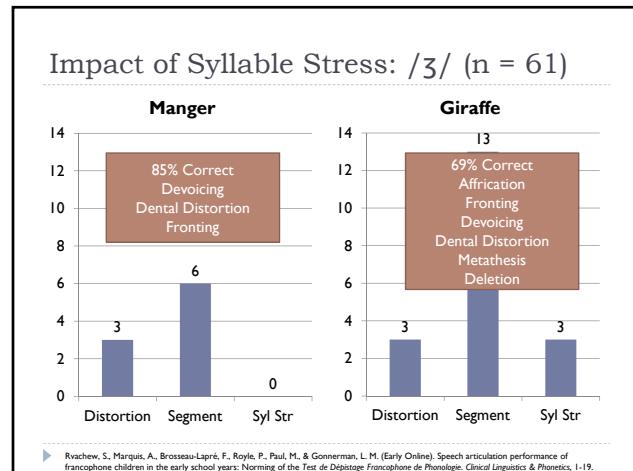
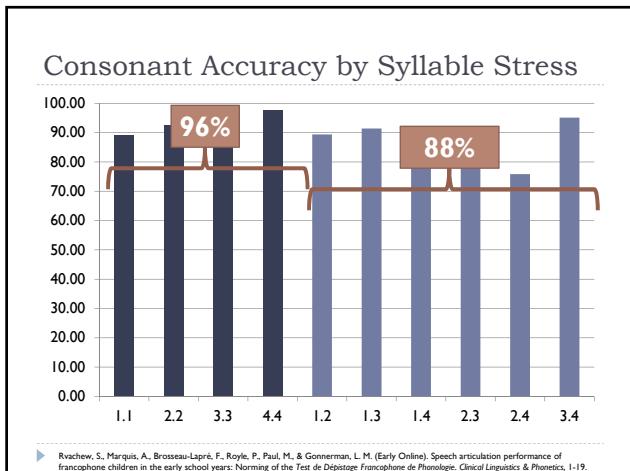


► Rvachew, S., Marquis, A., Brosseau-Lapré, F., Royle, P., Paul, M., & Gonnerman, L. M. (Early Online). Speech articulation performance of francophone children in the early school years: Norming of the Test de Dépistage Francophone de Phonologie. *Clinical Linguistics & Phonetics*, 1-19.

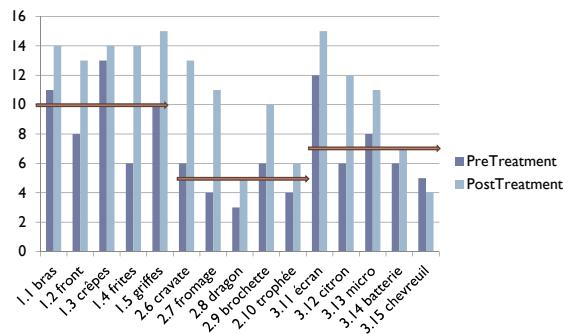
Consonant Accuracy by Syllable Position



► Rvachew, S., Marquis, A., Brosseau-Lapré, F., Royle, P., Paul, M., & Gonnerman, L. M. (Early Online). Speech articulation performance of francophone children in the early school years: Norming of the Test de Dépistage Francophone de Phonologie. *Clinical Linguistics & Phonetics*, 1-19.



Pre- and Post-Treatment Production of Clusters by Children with DPD (n = 21)



Rvachew, S., & Brosseau-Lapré, F. (accepted with minor revisions). Pre- and post-treatment production of syllable initial /sl/-clusters by French-speaking children. In M. Yavas (Ed.), *Unusual productions in Phonology: universals and language-specific considerations*. Psychology Press/Taylor Francis.

/fr/ clusters (n = 21)

frites

- ▶ [fʁ] 6
- ▶ [f] 5
- ▶ [ʁ] 1
- ▶ [fw] 7
- ▶ [bw] 1
- ▶ [fj] 1

fromage

- ▶ [fʁ] 2
- ▶ [f] 5
- ▶ [s] 2
- ▶ [ʃ] 1
- ▶ [n] 1
- ▶ [k] 1
- ▶ [kʁ] 2
- ▶ [kw] 1
- ▶ Ø

Rvachew, S., & Brosseau-Lapré, F. (accepted with minor revisions). Pre- and post-treatment production of syllable initial /sl/-clusters by French-speaking children. In M. Yavas (Ed.), *Unusual productions in Phonology: universals and language-specific considerations*. Psychology Press/Taylor Francis.

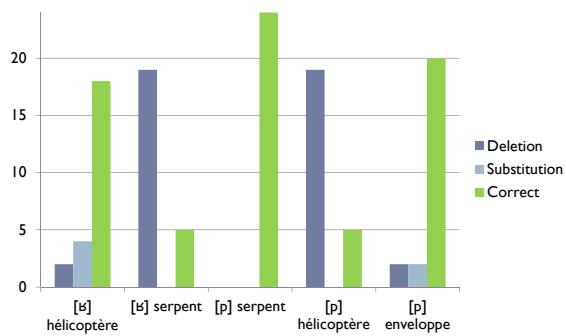
Segment Accuracy vs. Syllable Structure Errors

Participant 2109

	Target	Production
	/ʃapo/	[ʃapo]
	/kaʁt/	[kat]
	/ʁaptise/	[ʁatise]
	/elikɔptɛʁ/	[etɔtɛʁ]

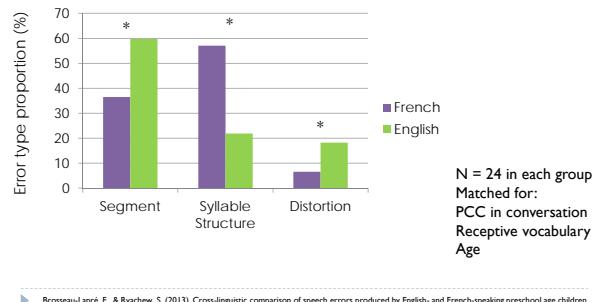
Brosseau-Lapré, F., & Rvachew, S. (2013). Cross-linguistic comparison of speech errors produced by English- and French-speaking preschool age children with developmental phonological disorders. *International Journal of Speech-Language Pathology, Early Online*, 1-11.

Coda Deletions (n = 24)



Brosseau-Lapré, F., & Rvachew, S. (2013). Cross-linguistic comparison of speech errors produced by English- and French-speaking preschool age children with developmental phonological disorders. *International Journal of Speech-Language Pathology, Early Online*, 1-11.

French vs English Comparison of Speech Error Types



Brosseau-Lapré, F., & Rvachew, S. (2013). Cross-linguistic comparison of speech errors produced by English- and French-speaking preschool age children with developmental phonological disorders. *International Journal of Speech-Language Pathology, Early Online, 1-11.*

Conclusions

- ▶ French is not English
- ▶ Important to consider prosodic structure when describing segment acquisition
- ▶ Phonological development in French children is not complete by age 53 months
- ▶ Developmental Phonological Disorder in French is characterized by errors at the prosodic level of the phonological hierarchy that may reflect encoding difficulties
- ▶ More controlled study is required to fully understand the impact of syllable structure, word length and syllable stress on the children's segment errors