Pearson

Instructor's Manual and Test Bank

For

An Introduction to Children with Language Disorders

Fifth Edition

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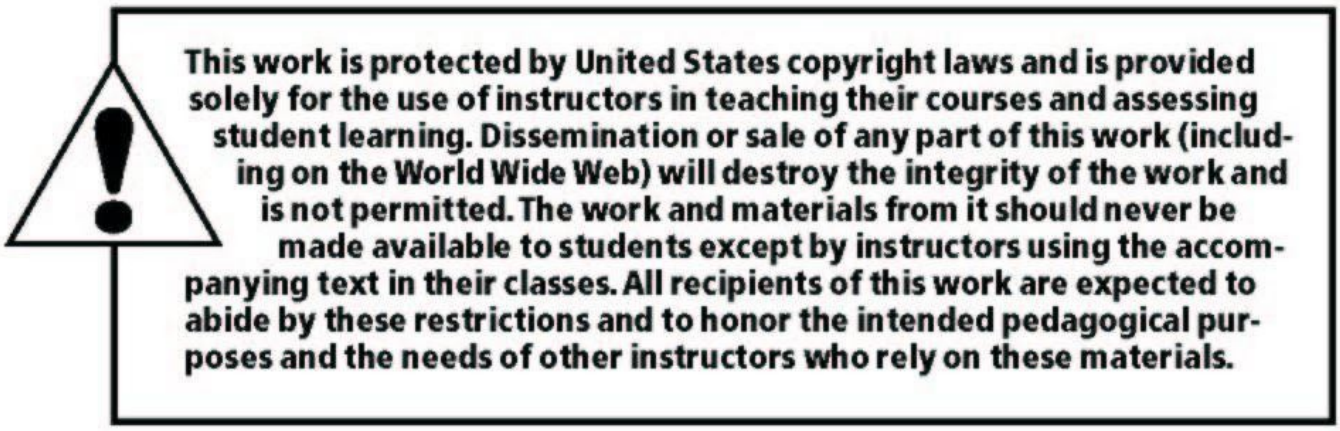

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Introduction

This instructor's resource manual is intended to provide the instructor with insights on how to use the accompanying text, *An Introduction to Children with Language Disorders*, 5th Edition, as a vehicle to motivate, engage, and shape the learner. Each of the sections within this instructor's resource manual was designed with best teaching practices in mind. It becomes the role of the instructor to modify and expand upon the ideas and suggestions provided, tailoring them to the characteristics and needs of the learners.

In 1987, Chickering and Gamson developed the *Seven Principles of Good Practice in Undergraduate Education.* Since that time, they have been expanded upon but the basic principles remain:

1. Encourage student-faculty contact
2. Encourage cooperation among students
3. Encourage active learning
4. Give prompt feedback
5. Emphasize time on task
6. Communicate high expectations
7. Respect diverse talents and ways of learning

Instructors are encouraged to consider each of these principles in designing the various aspects of the courses that they teach; taking into consideration the learning styles, experiences and expectations of the learner. Exceptional instructors are deliberate in designing course components that build on existing knowledge, challenge students in their understanding of the content, and offer the opportunity to interact with the material in meaningful ways.

The Syllabus

Every instructor is presented with the task of constructing or modifying a syllabus. The syllabus is more than a listing of due dates and reading assignments; it is a tacit agreement between the instructor and the learner. It provides the learner with a clear map of course expectations. The syllabus at a minimum includes learning outcomes, assignments, and policies on grading and attendance. A well-constructed syllabus delineates the expected levels of performance as well as specific ways in which performance will be evaluated. Construction of a comprehensive syllabus requires a full understanding of you as the instructor, characteristics of the learners, and the learning outcomes.

Learning Outcomes

Learning outcomes are a vital component of the syllabus and guide all the learning that takes place within a course. Learning outcomes are the "knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience" (Suskie, 2009; p. 117). Learning outcomes should clearly state what you want students to know and what they should be able to do with the information (Jackson, 2009). Consider using the verbs from *Bloom's Taxonomy* in the creation of learning objectives. Use of verbs such as apply, analyze, create, and evaluate encourage remembering, understanding, applying, analyzing, evaluating, and creating responses on the part of the student (Anderson & Krathwohl, 2001). For each learning outcome, the instructor should be prepared to offer strategies for modeling and feedback as well as carefully constructed guidelines for assessment (Richlin, 2006). Instructors are encouraged to utilize the *Learning Outcomes, Chapter Overview* and *Key Terms* included in each chapter within this instructor's resource manual in constructing learning outcomes for the course.

Example of a learning outcome:
At the end of this chapter, students will be able to discuss the extralinguistic aspects of communication, including paralinguistics, nonlinguistics, and metalinguistics.

Lectures

Lectures continue to be the primary method of delivering content in the traditional didactic classroom. There are a number of excellent resources on how to conduct a lecture (Davis, 2001; Rotenberg, 2005; Shibley, 2010). Shibley (2010) identifies specific strategies about pacing, integrating humor, and other suggestions for improving lectures.

Interactive lectures are one way to make traditional didactic classrooms more learner-centered. Interactive lectures are classes in which the instructor stops lecturing and has the students participate in an activity that allows them to work directly with the material. These activities have students apply what they have previously learned or encourage them to reflect on upcoming lecture material. Examples of interactive lecture activities include think-pair-share and question-of-the-day, among others (Hake, 1998). In the book *What the Best College Teachers Do* (2004), Bain identifies the unifying principles of effective instruction: (1) create an environment that arouses curiosity and is intrinsically motivating; (2) gain and maintain student attention; (3) begin where the students are and move them to the complex; (4) ask learners to commit to the learning objectives of the course; (5) use class time to encourage learner to pursue information outside of class; (6) assist learners in a deeper application, analysis, synthesis, and evaluation of the content; and (7) create diverse learning experiences utilizing diversity of learning styles. It is important to realize that these principles apply to the traditional instructor-directed format as well as to more learner-centered teaching methods.

Discussions

Discussions are one means of learner-centered teaching methods. Effective class discussions do more than get learners talking; they guide the learner in constructing his/her own understanding of the content (Bain, 2004). Leading a successful discussion requires planning on the part of the instructor and learner. The instructor should be aware of the skills and techniques necessary to lead the discussion and encourage participation. Further, the instructor should be clear on how he/she will evaluate the effectiveness of the discussion. Discussion can take many forms including: (1) use of the Socratic Method to arrive at a general principle or law, (2) the debate discussion, (3) consensus building, (4) experience discussion, and (5) brainstorming.

Effective discussion facilitation is a skill to be learned. The instructor needs to find the balance of involvement that will encourage learner participation and exploration of their own understanding. Instructors should have a clearly delineated purpose for the discussion, as well as a plan of how he/she intends to conduct each session. It is important to establish and share the ground rules for the discussion including expectations for participation and grading criteria with the learners (Davis, 2001). For a full explanation of how to lead class discussions and encourage student participation, refer to *Tools for Teaching* by Davis at the end of this section.

Activities and Assignments

As mentioned earlier, each learning outcome should be linked to a method of assessment. The assessment may take the form of an activity or assignment, as well as an examination. Likewise, each activity or assignment should be linked to a learning outcome. In deciding which activities to include in the course, it is suggested that instructors focus on quality and not quantity (Jackson, 2009). Exceptional teachers develop activities and assignments that allow learners "multiple, targeted opportunities to develop and deepen their understanding of the crucial knowledge and skills" (Jackson, 2009, p. 156). Instructors should invest their time in careful construction and planning of an activity with consideration as to how the activity will be evaluated.

In developing or selecting activities for a course, consider the various learning styles of the students and ways to encourage active learning. Active learning includes experiences such as doing, observing, and reflecting on the learning process (Fink, 2003). Consider activities that involve reading and writing across the curriculum. Collaborative learning and group work offer possibilities for learner-centered activities. Incorporate role-playing and case studies to encourage active and authentic participation. In some cases, field experiences can be included in course activities and assignments. *Student Engagement Techniques: A Handbook for College Faculty* (Barkley, 2010) is a comprehensive resource for promoting active learning and designing effective assignments and activities.

Assessments

Assessment is "not just assigning individual grades, but also reflecting on how well students as a whole are achieving the course's key learning goals" (Suskie, 2009, p.6). Suskie (2009) defines assessment as the act of evaluating student learning and describes assessment as an ongoing process that establishes clear, measureable outcomes of student learning; ensures students have sufficient opportunities to achieve those outcomes; systematically gathers, analyzes, and interprets evidence to ascertain how well student learning matches instructor expectations; and uses the information to understand and improve student learning. A practical guide to assessment

is offered in Suskie's (2009) book, *Assessing student learning: A common sense guide* (2nd ed.).

Exams and quizzes are frequently used as methods of assessment. As many instructors realize, writing a valid, reliable and balanced test is a daunting task. Once again, consider the use of *Bloom's Taxonomy* in developing test questions. Test questions should target comprehension, application, and problem solving rather than focusing on recall of information. Well constructed multiple-choice, short answer and true-false questions can assess the learner's ability to conduct higher level analysis and synthesis of the information.

Example of a multiple-choice question: Given the following results of norm-referenced testing, would this child be eligible for services using the discrepancy model?

Alternatives to traditional in-class exams include take-home exams, oral exams, skills based/competency tests, open-book tests, group exams, paired testing, and portfolio (artifact) assessment.

As mentioned earlier, overall grading policies should be clearly stated at the beginning of the semester. Specific grading criteria should accompany each assignment. Rubrics are helpful to both the instructor and the learner in determining expectations and grades. Rubrics aid in identifying the required elements of an assignment and state the criteria for achievement. There are a number of resources available to assist in the development of rubrics (Richlin, 2006, The TLT Group).

Instructional Media and Technologies

Each chapter of this instructor's resource manual includes a brief listing of supplemental materials as a starting point for identifying resources for encouraging learning and engagement within the classroom. Many of these resources involve technology. The advent of the Internet has forever changed the face of teaching. Instructors and learners have instant access to unlimited amounts of information and instructional media, including: software, videos, simulations, and tutorials. It is important to remember that sound pedagogy (e.g., allowing the well-constructed learning objectives to guide the development of course activities, assignments, and assessments) dictates the best technology. For example, whiteboards, chalkboards as well as Learning Management System announcement areas and Discussion Boards remain effective venues for displaying organizational outlines, demonstrating calculations, and summarizing class discussions. Inappropriate use of technology can limit student learning. Some research has suggested that the overuse or misuse of Microsoft PowerPoint™ can be ineffective and limiting as a teaching tool (Richlin, 2006).

Instructional technology has several applications in college level teaching; it can be used for direct instruction, as working tools and for gathering and exchanging information (Davis, 2001). Videos, presentation applications such as PowerPoint™, online simulations, and tutorials offer instructors various methods of delivering content. Software programs that allow students to create spreadsheets, produce videos, conduct statistical analysis, and word processing afford students the opportunity to manipulate, analyze, and apply knowledge in potentially meaningful ways. Software that allows for creating concept mapping can be a valuable instructional tool when dealing with complex and dynamic concepts. Access to and exchange of information through e-mail, computer conferencing, and online databases has changed teaching and learning at all levels of instruction.

In seeking videos for use in instruction, instructors are encouraged to explore a number of resources, including: YouTube , Vimeo, TeacherTube, and LearningMatters. MERLOT offers a searchable collection of peer-reviewed teaching materials including animations, tutorials, and simulations.

Instructors are urged to become familiar with ethical and legal guidelines for the use of software and multimedia technologies in teaching, including copyright and fair use guidelines. The TEACH Act was signed into law in November 2002 and provides guidance to academic institutions on copyright issues.

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Chapter 1 Language and Human Communication
An Overview

Learning Outcomes

The outcomes for this chapter suggest that you would want your students to be able to:

- Explain what compromises communication
- Describe the components of communication
- Describe comprehension and production and the relationship between these various communication modes
- Explain the various communication modes
- Explain the biological, cognitive, and social bases of human communication.

Chapter Overview

The purpose of this chapter is to overview for the reader the foundations of human communication and other topics that provide a platform for discussing children's language disorders. We discuss the terms *communication, language, speech,* and *extralinguistic elements of communication,* and we look at the different components of language and the relationship between understanding and using language. We also consider different communication modes. Finally, we review some of the biological, cognitive, and social bases of human communication.

Lecture Outline

- Communication
  - Language
  - Speech
  - Extralinguistic Aspects of Communicaiton
    - Paralinguistics
    - Nonlinguistics (nonverbal communication)
    - Metalinguistics
  - A Bit More about the Relationships among Speech, Language, and Communication

- Components of Language
  - Phonology
  - Semantics
  - Syntax
  - Morphology
  - Pragmatics

- Comprehension and Production

- Communication Modes
  - Auditory – Oral System: Hearing and Speech
  - Visual – Gestural Systems
  - Visual – Graphic System: Reading and Writing
    - Manual Communication
    - Augmentative/Alternative Communication

- Biological, Cognitive, and Social Bases of Human Communication
  - Biological Bases of Communication
    - Hearing and Listening
    - Speech and Talking
    - The Controller and Interpreter: The Nervous System
      - The Central Nervous System
      - The Peripheral Nervous System
      - Neurological Basis for Human Communication
  - Cognitive Bases of Communication

        - What is Cognition?
        - The Relationship between Cognition and Language
            - Dependency of Language on Cognition
            - Language and Cognition as Separate (but sometimes related) Entities
            - Language Mediation of Cognition
        - Information processing
        - Metacognition
    - Social Bases of Human Communication
        - Infant – Caregiver Attachment
        - Infant – Caregiver Interaction
            - Caregiver Behaviors and Language during Infant-Caregiver Interactions
            - Infant-Caregiver Interactions and Language Disorders: A Possible Link?
        - Imitation and Reinforcement

Key Terms

Communication	Nonlinguistics	Syntax	Strong cognition hypothesis
Language	Metalinguistics	Morphology	Weak cognition hypothesis
Referents	Phoneme	Morpheme	Local homology model
Speech	Phonotactic	Pragmatics	Metacognition
Extralinguistic communication	Phonology	Top-down theory of reading	Infant-directed speech
Paralinguistics	Semantics	Interactive theory of reading	

Topics for Discussion

1. In what ways does human communication compare and contrast with animal communication?

2. How are the terms *speech*, *language*, and *communication* related, yet distinct?

3. How do different researchers view the relationship between language and cognition?

4. In what ways would a disorder in one aspect of language (i.e., semantics) impact the other aspects?

5. How might an understanding of Piaget's Stages of Cognitive Development apply to how a mother scaffolds her young child's learning?

Learning Activities

1. Present the class with a number of non-words. Ask students in groups to work out how to say the words and judge if they can occur in English. Permissible non-words might include: spode, bloot, endine, batorning, figsaly, droggle. Not permissible non-words might include: sroke, ngeeve, vladick, zhump, etsa, soosd. Ask students to give reasons for their judgments.

2. Present students with video clips of other cultures communicating with the sound turned off. Discuss how body language, proxemics, and gesture vary between cultures.

3. Present this sentence and ask students to vary stress to change the meaning at least four ways: "The girl in green was very naughty."

4. Ask students individually to write down as many words as they can think of in one minute in the category "food." When they have completed this task, have students share their list with their neighbor, noting words in common and strategies they used to recall the words (categories, etc.). In small groups, have students look at the lists and sort the foods into superordinate categories (e.g. junk food, breakfast, fruits and vegetables). Ask students how they could re-categorize their lists (e.g., colors, fat content, where you buy it).

5. Present students with these phrases (or others you create) and ask them to make several novel sentences from each set.

the girl the boy saw	*last week a gorilla*	*when walking*	*laughed at*	*the hippo*
While	*sat quietly*	*big Bobby*	*tiny Tim*	*was running*

Discuss the variety of sentences created and then ask students to compare with their classmates. How many sentences a child of two and a half years with a 300 word vocabulary be able to create? *(Note: There are commercially available sets of magnets with words and phrases that can be used for this activity.)*

6. Ask students to find the free (root) and bound (affix) morphemes in the following words: Hippopotamus (1 free), redesign (1 bound, 1 free), blessed (1 free, 1 bound), dentistry (1 free, 2 bound), calculation (1 free, 1 bound), photographer (2 free, 1 bound). Common errors will be counting syllables instead of morphemes and breaking what appears to be a compound word into two.

7. Divide students into groups of three. Assign each student one of the following roles without letting the other members know what the roles are: One person is assigned the role of explaining what they did on the weekend, another is assigned the role of interrupting the other by saying, "What? I don't understand." or "I'm sorry." The third group member is the observer and should be prepared to report back to the others (and the whole group if you prefer) on the success of the communication within the group. Allow students to role play for 2 minutes and then ask the groups to discuss the process. Reassign the roles within the group. One person has to describe the classroom without using any nouns. The second person is to participate as a listener and ask questions and respond naturally. The observer should be prepared to report on the interaction. Let the role play run for about two minutes and then ask the groups to discuss the process. Lead a class discussion about the exercise focusing on their feelings, frustrations, and the techniques they used to repair and indicate breakdown.
8. Provide the class with a printed text of a famous speech or document, and have them "translate" it into "motherese." Discuss how they decided which elements to maintain and which were omitted.

Supplemental Materials

Books and Articles

Hart, B & Risely, T.R. (1995). *Meaningful differences in the everyday experience of young American children*. Brookes Publishing.

Lintott, M., & Hanen Centre. (2007). *You make the difference: Parent-child interaction program*. Toronto, ON: Hanen Centre.

Videos

Let's Talk About It, in the series the *Whole Child.* A series on typical development of child language.

Syllable from Sound: The Child's Brain, in the series *Secret Life of the Brain.* A PBS series on typical development from conception through aging.

Web

The American Speech Language Hearing Association (ASHA) - Information for the public on normal speech and language development.

National Institute on Deafness and Other Communication Disorders (NIDCD) - Information on normal speech, language and developmental milestones.

Chapter 1 - Test Bank

Multiple Choice

1. Which of the following is the best example of an extralinguistic element of communication?
    a. phonemic code
    b. syntactic rules
    c. speech code
    d. pitch and intonation

2. Which statement is true of language?
    a. it is unique to each person in the language community
    b. it is largely genetically predetermined
    c. it is the oral expression of underlying rules
    d. it is rule based allowing for infinite number of utterances

3. Which term refers to "sounds that create meaningful differences"?
    a. phonemes
    b. referents
    c. phonetics
    d. vowels

4. The sentence, "The cat answers the phone.", is a violation of what aspect of language?
    a. propositional meaning
    b. figurative language
    c. syntax
    d. pragmatics

Short Answer

5. List three extralinguistic elements and give examples of each.

6. Describe the five basic components of language and give an example of each.

7. Explain the morphological rule for plural used in the English language.

8. What is meant by communicative competence?

9. Explain to a lay person the difference between speech and language.

10. How does the IPA help with the lack of consistency between the way an English sound is said and the way it is written?

11. Describe the roles of the CNS and PNS in speech production.

12. Describe Piaget's four stages of cognitive development and the influences of each stage on language development.

13. Why are metalinguistic skills important for successful language development?

True/False

14. The symbols used in the English language are mutually agreed upon but arbitrary.

15. The melodic components of speech are often referred to as subsegmental devices.

16. Nonlinguistic behaviors are not universal and vary by culture.

17. Children must learn the phonotactic rules for combining phonemes.

18. Lexicon, or vocabulary, is a synonym for the semantic component of language.

19. A basic syntactic rule in English is the object + subject + verb sequence.

20. A free morpheme can also be called an affix.

21. Unlike the other aspects of language, pragmatics are rule bound.

22. Children who have difficulty with the auditory-oral system usually find the visual-graphic system easier to use.

23. Fluent reading requires decoding of letters and words, use of narrative knowledge, and semantic-syntactic information.

24. American Sign Language is not a true language.

TEST BANK ANSWERS

CHAPTER 1

Multiple Choice

1. d

2. d

3. a

4. a

Short Answer

5. Paralinguistics (stress, pitch, intonation), Nonlinguistics (kinesics, proxemics), Metalinguistics (ability to think about language).

6. (a) Phonology - the rules governing the organization of the phonemes in a language (e.g., minimal pairs), (b) Syntax - set of rules that govern how words are to be sequenced in utterances and how the words in an utterance are related, (c) Morphology – the rules for deriving various word forms and the rules for using grammatical markers or inflections, (d) Semantics – referents for words and the meaning of utterances (e.g., figurative meanings), (e) Pragmatics – using language for specific reasons (e.g., discourse, narrative).

7. English uses allomorphs, or a variation of a morpheme that does not alter the meaning of the original morpheme, to mark plurals (/s/, /z/, /əz/). When the root ends with a voiceless consonant, /s/ is added; when the root ends in /s/, /əz/ is added; and when the root ends in a voiced consonant, /z/ is added.

8. In addition to learning the form and content of language, children must also learn how to handle the many aspects of pragmatics to communicate effectively. Some of these aspects include cohesion, presupposition, topic maintenance, and fluency.

9. Speech is a sensorimotor act of producing vocalizations while language is a learned convention of symbols (code) to stand for referents agreed upon by a community that uses specific rules to convey messages between that community.

10. The IPA is a system that has a one-to-one correspondence between a written symbol and a sound.

11. The PNS is made up of 12 pairs of cranial nerves and 31 pairs of spinal nerves. Many of the nerves contain both sensory fibers (which travel to the CNS and provide it with information) and motor fibers (which transmit commands from the CNS to various parts of the body). These nerves carry the command signals originating in the CNS to the specific muscles of speech production that they innervate.

12. Sensorimotor (0-2 years) - obtains information about the world through reflexive sensorimotor behaviors, babbling begins, walking, and first words.
Preoperational (2-7 years) - preconceptual (difficult with sub and supra classifications, over- and underextends word meaning) and intuitive (though guided by perceptions, poor conversational skills, and egocentric).
Concrete Operations (7-11/12 years) - classification skills, greater conversational skills, logical causality, and reasoning of concrete operations.
Formal Operations - uses hypothetical, predispositional reasoning, and abstract thought
As children progress through the stages, they acquire the necessary cognitive operations that lead to the development of successively higher levels of language. Piaget, therefore, believes that thought precedes language. Language use is a reflection of underlying cognitive skills.

13. Metalinguistic skills refer to the ability to use language to think about or talk about language. Metalinguistic skills help us monitor whether or not our messages are understood and to consciously decide how to clarify them.

True/False

14. True
15. False
16. True
17. True
18. True
19. False
20. False
21. False
22. False
23. True
24. False