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Chapter Four Students' Guide: Communication Differences and Disorders

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Study Guide
for

Shames · Wiig · Secord

Human Communication Disorders

An Introduction

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Chapter Four Students' Guide

Communication Differences and Disorders

Kay T. Payne and Orlando L. Taylor

Chapter Summary

Speech-language pathologists appreciate that language cognition and culture are inseparably bound. According to the author, the four most populous cultural groups in the United States are Native American, African American, Hispanic American and Asian American. There are many more cultural groups, and each may have its own style, language and pragmatic aspects in interpersonal communication. Accurate evaluation of a person's communicative abilities must distinguish between a communicative difference and a communicative disorder.

Student Outcomes

After reading this chapter students should be able to do the following:

- Contrast LANGUAGE DISORDER and LANGUAGE DIFFERENCE.
- Describe the relationship between LANGUAGE and CULTURE and major factors which influence language behavior.
- Describe the concept of dialectical variation.
- Describe the influence of other languages on English.
- Discuss social reactions to DIALECTICAL DIFFERENCES.
- Discuss the role of the Speech-Language Pathologists in addressing dialectical and language differences.
- Contrast the concepts of BILINGUAL and BIDIALECTICAL.
- Describe cultural bias in assessment and intervention for speakers who do not speak what is considered to be standard English.

Critical Concepts

Section

Basic Concepts Related to Culture and Language

Concept

Since the language of a cultural group reflects that group's motivations, ideas and beliefs, that language will be strongly flavored by the culture. Culture is distinct from race, nationality, religion, language or socioeconomic status.

1. How is culture different from *race*?.

2. Saville-Trioke (1978) claimed that culture tends to be characterized by conduct in twenty areas. Describe how members of your culture behave in the following areas. (*Suggestion: compare your responses with those of friends or class members from various cultural groups).*

   A. Family Structure:

   B. Important Events in Life Cycle:

   C. Roles of Individual Members:

D. Rules of Interpersonal Interactions:

E. Communication and Linguistic Rules:

F. Rules for Decorum and Discipline:

G. Religious Beliefs:

H. Standards for Health and Hygiene:

I. Food Preferences:

J. Dress and Personal Appearance:

K. History and Traditions:

L. Holidays and Celebrations:

M. Value and Methods:

N. Education:

O. Perceptions of Work and Play:

P. Perceptions of Time and Space:

Q. Explanation of Natural Phenomena:

R. Attitudes Towards Pets and Animals:

S. Artistic and Musical Values and Taste:

T. Life Expectations and Aspirations:

2. How does *sociolinguistics* contribute to the field of speech-language pathology?

3. Differentiate between a *language dialect* and an *accent*. What is *code switching*?

4. How does *ethnicity* influence communicative behavior?

5. Describe how *social class, education* and *occupation* influence communicative behavior in the following areas.

A. Home Environment:

B. Child Rearing Practices:

C. Access to Other Cultures:

6. Name seven regional (stereotyped) dialects of English seen in the United States.

7. What are five determinants of regional dialect according to Wardhaugh (1976)?

8. Describe five linguistic gender differences observed in the United States.

9. How might *situation* affect language use during a speech-language evaluation?

10. How does *peer group association* affect your own language use?

11. Describe three ways that early experiences may affect later language learning.

Section:

Dialects of American English

Concept:

Historically, English has been influenced by other languages, and American English is no exception. Since the demographic makeup of the United States is so diverse, the influences on American English are many.

1. Describe how the following seven factors caused dialectical variation in American English.

   A. Importation of language features by various cultural groups:

   B. Influence of indigenous language:

   C. Mixing of adjacent cultural communities:

   D. Power:

   E. Migration within the country:

   F. Geographic isolation:

   G. Self-imposed social isolation:

2. What group speaks *African American English.*

3. What is the *creolist* theory of African American English evolution?

4. State two arguments against the creolist theory.

5. What is a *pidgin* language?

6. What is the difference between language *influence* and language *interference*?

7. In general, describe how your own culture manages the following pragmatic communicative acts.

   A. Opening or Closing a Conversation:

   B. Turn-taking During Conversations:

C. Interruptions:

D. Silence as a Communicative Device:

E. Appropriate Topics of Conversation:

F. Humor and When to Use It:

G. Nonverbal Modes to Accompany Conversation:

H. Laughter as a Communicative Device:

I. Appropriate Amount of Speech to Be Used by Participants:

J. Logical Ordering of Events Used During Discourse:

8. What is the difference between *oral* strategies and *literate* strategies in narration?

9. Describe the four characteristics of a *topic centered* narrative.

10. How does personal health affect communication?

Section:

Language Differences and Communication Disorders

Concept:

Speech-language pathologists and audiologists regard communication as a widely variable behavior, and view individual and cultural differences as an inherent quality of humanity. If a client is to gain from the services of the communication professional, her or his linguistic function must be assessed and treated within the context of individual needs and cultural standards.

1. How do a society's attitudes about communication and language determine when a language *difference* is a *disorder* and what constitutes its best treatment?

2. Describe how standardized tests may be biased in Taylor's (1978; 1983) seven dimensions.

   A. Social Situational Bias:

   B. Value Bias:

   C. Phonological Bias:

   D. Grammatical Bias:

E. Vocabulary Bias:

F. Pragmatic Bias:

G. Directions/Format Bias:

3. How do "whites" differ from African Americans in stuttering behavior according to Leith and Mims (1975)?

4. What is the major consideration in assessing language development in a child who is a speaker of a non-standard dialect?

5. List five possible steps (Feigenbaum, 1970) in the process of teaching standard English to speakers of non-standard dialects and show how Taylor's (1986) eight steps correspond to them.

	Feigenbaum	Taylor
A.		
B.		

C.

D.

E.

Critical Terms

Define the following terms, using your text as a reference:

- Accent
- Dialect
- Culture
- Sociolinguistics
- Domain
- Vernacular
- Ethnography of Communication
- Bilingual
- Bidialectical
- Motherese
- Code-Switching
- Black English
- Pidgin
- Creolist Theory
- Decreolization
- Narratives
- Oral Strategies
- Literate Strategies
- Topic Centered Narratives

- Topic Associated Narratives

Chapter Four Self Test

True/False

1. Cultural groups may vary in several aspects of language use.
   True
   False
2. Dialects of a language include deep structure as well as surface structure.
   True
   False
3. The terms *regional dialects* and *accent* have the same meaning.
   True
   False
4. Dialects and accents are language disorders.
   True
   False
5. If a dialect results in ridicule of the speaker, it is a communication disorder.
   True
   False
6. Culture is learned.
   True
   False
7. Standardized language proficiency tests are relatively valid if the cultural background of the person being tested is represented in the test's standardization sample.
   True
   False
8. Culture may be represented by standards for health and hygiene.
   True
   False
9. Members of the same race may have different cultures.
   True
   False
10. Dialects of social groups are easily changed by outside forces.
    True
    False
11. Ethnic influences on language are basically biological in nature.
    True
    False
12. Individuals may speak several dialects.
    True
    False

13. Membership in a cultural group is a good predictor of language form.
    True
    False
14. Inhabitants of a geographic region belong to the same speech community.
    True
    False
15. Child rearing styles may affect meal length of utterance in children.
    True
    False
16. The Creolist Theory is currently accepted by all sociolinguists.
    True
    False
17. Sociolinguists recognize three regional dialects in the continental United States.
    True
    False
18. Some phonological characteristics of Southern White Nonstandard English are also characteristic of African American English .
    True
    False
19. Gender is not related to language use.
    True
    False
20. Code-switching enables a speaker to use more than one language or dialect.
    True
    False
21. Situation or context may have an effect on language use.
    True
    False
22. Standard English is "White" English.
    True
    False
23. Bilingual speakers may code switch as a situation demands.
    True
    False
24. African American phonology may substitute voiceless labiodental fricatives where voiceless interdental fricatives occur in the standard dialect.
    True
    False
25. Culture has no discernable effect on stuttering characteristics
    True
    False

26. According to ASHA policy, accent reduction is outside the scope of practice of speech-language pathologists.
    True
    False

Multiple Choice

1. The Creole theory suggests that African American English derived from which of the following languages?
    a. Dutch
    b. French
    c. English
    d. all of the above and more
2. Which of the following is not a component of *accent*:
    a. semantics
    b. phonology
    c. suprasegmental characteristics
    d. vocal characteristics
3. Individuals who speak two languages are said to be:
    a. biglossal.
    b. bicyclical.
    c. bidialectical.
    d. bilingual
4. Variations within a language that include deep structure and linguistic codes are termed:
    a. dialects
    b. accents
    c. vernaculars
    d. narratives
5. Which of the following influences language and communication?
    a. ethnicity
    b. social class
    c. gender
    d. all of the above
6. Which of the following is a regional dialect?
    a. Creole
    b. African American
    c. Asian American
    d. Southern American

7. Which of the following speech differences have investigators associated with gender?
    a. mean length of utterance
    b. type-token ratio
    c. joking
    d. lying
8. According to the author, which of the following distinguishes Standard (American) English from its dialectical variants?
    a. deep structure
    b. use of pronouns
    c. linguistic and structural characteristics
    d. vocal patterns, phrase and word and phrase emphases
9. Research has shown that simultaneous acquisition of two languages may occur without negative interaction prior to what age?:
    a. 21 years
    b. 3 years
    c. 12 years
    d. 30 years
10. African American English s the linguistic code used by:
    a. Africans
    b. all African Americans
    c. Southern Americans
    d. working-class African Americans
11. The majority of African American utterances conform to the rules of
    a. Creole English
    b. Appalachian English
    c. Southern American English
    d. General American English
12. Who is among a small group of scholars who account for the full range of language use by African American people in the United States?
    a. K. Payne
    b. O. Taylor
    c. W. Secord
    d. E. Wiig
13. The largest group of in the United States today with native language influence on English consists of people from which background?
    a. French
    b. Hebrew
    c. Scottish
    d. Spanish

14. Oral-based cultures value:
    a. literature
    b. poetry
    c. speech
    d. all of the above
15. Which of the following type of stories is used by working-class children?
    a. topic associated
    b. standardized
    c. fairy tales
    d. historical
16. Most of the standardized tests used by speech-language pathologists are based on which variant of American English?
    a. Northern Midland
    b. New York
    c. Southwestern
    d. African American
17. Mismatch between the rules of communication interaction between the test maker and the test taker may be termed:
    a. social/situational bias
    b. phonological bias
    c. pragmatic bias
    d. format bias
18. Which of the following is a good solution to standardized test bias?
    a. Never use standardize tests in an evaluation.
    b. Develop criterion-references tests.
    c. Publish African American versions of all standardized tests.
    d. Limit evaluation sessions to thirty minutes.
19. "I might could'a done it," is an example of a:
    a. relative clause
    b. intensifying adverb
    c. consonant cluster reduction
    d. double modal
20. Age, education, and situation typically influence:
    a. code-switching efficacy are
    b. gender, race, and socioeconomic status
    c. region, intelligence, and personality
    d. none of the above.
21. The "Ann Arbor Decision" (1977) outlawed which of the following?
    a. use of dialect in public schools
    b. failure to place culturally different children in speech therapy
    c. inappropriate placement in treatment based on language differences
    d. use of standardized tests

22. Which of the following is a characteristic of men's language?
    a. precise articulation
    b. apologizing
    c. profanity in formal mixed company
    d. avoiding confrontation