

# EVALUATING THEORIES OF LANGUAGE

EVIDENCE FROM DISORDERED COMMUNICATION

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# Evaluating Theories Of Language Evidence From Disordered Communication

**Raymond D. Kent**



## **Evaluating Theories Of Language Evidence From Disordered Communication:**

*Evaluating Theories of Language* Karen Dodd, Ruth Campbell, Linda Worrall, 2008-04-30 One approach to the study of language has been to describe people whose ability to communicate is impaired. Some researchers have argued that it is possible to identify the component mental processes that contribute to the ability to communicate by describing the ways in which language can break down. Other researchers have expressed doubts about the extent to which data from impairment reflects normal language function. This volume reflects the problems of constructing theory of how the normal brain deals with language from data from impaired individuals from the perspective of a range of disciplines: psycholinguistics, linguistics, neurophysiology and speech language pathology. The chapters include critiques of methodology, application of new technology, the study of bilingual people and cross linguistic studies. A range of language skills is discussed: phonology, prosody, syntax, semantics, reading and spelling in the context of both developmental and acquired impairments, hearing loss, cerebellar dysarthria, subcortical aphasia, cortical aphasia, phonological disorder and dyslexia. This book includes contributions from researchers and clinicians on both sides of the Atlantic as well as from Australia and Hong Kong.

**Cross-Linguistic Study of Acquired Reading Disorders** Prathibha Karanth, 2012-12-06 The acquisition of reading, the teaching of reading and the difficulties encountered have been of substantial interest to a wide range of researchers and practitioners for centuries. Given the increasing centrality of literacy in modern life, they are now of even greater interest to an ever widening base of professionals. The study of the acquired reading disorders, though in existence for over a century, received enormous impetus with the publication of a seminal paper by Marshall and Newcombe in 1966 leading to a neuropsychological model of reading. Over the last 30 years, within the single case study design, there has been extensive and exceedingly fine grained research on individuals with acquired disorders of reading in an attempt to establish the validity of these models of reading and the human brain. In addition, these models have had considerable influence on models of the acquisition of reading in children and their concomitant difficulties. Much of this research has been in readers of the alphabetic scripts, particularly the opaque English script. During the last decade or so, there has been increasing evidence, particularly in research on reading acquisition, that what is true of alphabetic scripts like English may not be universally true of all of the scripts of the world. This has led to considerable research into the process of learning to read and write and on the factors affecting reading, which are the touchstone of the models within broader cross linguistic and cross cultural perspectives.

**The Viability of the Rhetorical Tradition** Richard Graff, Arthur E. Walzer, Janet M. Atwill, 2012-02-01 The Viability of the Rhetorical Tradition reconsiders the relationship between rhetorical theory, practice and pedagogy. Continuing the line of questioning begun in the 1980s, contributors examine the duality of a rhetorical canon in determining if past practice can make us more or less able to address contemporary concerns. Also examined is the role of tradition as a limiting or inspiring force, rhetoric as a discipline, rhetoric's contribution to interest in civic education and citizenship and the possibilities digital

media offer to scholars of rhetoric      *Understanding Language and Literacy Development* Xiao-lei Wang,2014-08-05  
*Understanding Language and Literacy Development* Diverse Learners in the Classroom offers effective supporting strategies to address the cultural and linguistic diversity of students in contemporary classrooms Discusses learners with different linguistic abilities infancy early childhood middle childhood and adolescence by suggesting effective ways to reach them based on their strengths and needs Emphasizes language and literacy supporting strategies in a variety of everyday classroom settings Includes activities and questions to motivate readers to think and develop their own perspectives on language and literacy development Considers a variety of different language acquisition experiences including monolingual multilingual and language impairment Discusses different types of literacies including digital and hypertext Connects language and literacy development to identity and motivation to contextualize learning styles for pre service teachers Supported by a companion website that includes additional resources such as PowerPoint presentations by chapter and a summary of relevant information from the Common Core K 12 English Language Arts Standards      **The International Book of Dyslexia** Ian Smythe,John Everatt,Robin Salter,2005-01-14 Are difficulties in dyslexia the same the world over What can we learn from resources and practice in different countries In this book individuals institutions and organisations have been gathered from around the world to report on the policies resources and training for people with dyslexia and those who work with them Over 50 countries are included in this guide together with details of dyslexia associations and resources This unique collection offers a wealth of information to parents teachers and individuals who are seeking support It also will be of interest to researchers practitioners and policy makers This book is also available as an electronic supplement to *The International Book of Dyslexia A Cross Language Comparison and Practice Guide* which is available from your bookshop or from John Wiley Sons Ltd ISBN 0471498416 The complete volume is an extensive and wide ranging guide to both dyslexia research and practice around the world      *The Sciences of Aphasia: From Therapy to Theory* Ilias Papathanasiou,Ria De Bleser,2021-11-22 It is now widely expected that scientific evidence and theory should be used to describe aphasia and aphasia therapy This book provides review chapters on controversial research and clinical issues in aphasia and aphasia therapy Contributions from distinguished scholars from all over the world Europe America Australia cover the range of disciplines involved in aphasia including neurology of aphasia cognitive and linguistic approaches to aphasic therapy psychosocial approaches aphasia research methodology and efficacy of aphasia therapy This book brings together contributions of all these disciplines and makes a link between theory and therapy from a scientific perspective Each chapter offers a current review with extensive references thus providing a useful resource for clinicians students and researchers involved in aphasia and aphasic therapy including doctors psychologists linguists and speech and language therapists The papers in this book were presented at the first European Research Conference on Aphasia      *Handbook of Linguistic Annotation* Nancy Ide,James Pustejovsky,2017-06-16 This handbook offers a thorough treatment of the science of linguistic

annotation Leaders in the field guide the reader through the process of modeling creating an annotation language building a corpus and evaluating it for correctness Essential reading for both computer scientists and linguistic researchers Linguistic annotation is an increasingly important activity in the field of computational linguistics because of its critical role in the development of language models for natural language processing applications Part one of this book covers all phases of the linguistic annotation process from annotation scheme design and choice of representation format through both the manual and automatic annotation process evaluation and iterative improvement of annotation accuracy The second part of the book includes case studies of annotation projects across the spectrum of linguistic annotation types including morpho syntactic tagging syntactic analyses a range of semantic analyses semantic roles named entities sentiment and opinion time and event and spatial analyses and discourse level analyses including discourse structure co reference etc Each case study addresses the various phases and processes discussed in the chapters of part one

**The MIT Encyclopedia of Communication Disorders** Raymond D. Kent, 2004 A major new reference work with entries covering the entire field of communication and speech disorders

*Communication Disorders in Spanish Speakers* José G. Centeno, Raquel Teresa Anderson, Loraine K. Obler, 2007 This book bridges the gap in the literature on Hispanic individuals for student clinicians and professionals in Speech Language Pathology Speech Therapy It links empirical and theoretical bases to evidence based practices for child and adult Spanish users This volume provides both students and licensed professionals in speech language pathology much needed multidisciplinary bases to implement clinical services with Spanish speakers Researchers and practitioners from Speech Language Pathology Neurolinguistics Neuropsychology Education and Clinical Psychology provide theoretical and empirical grounds to develop evidence based clinical procedures for monolingual Spanish and bilingual Spanish English children and adults with communication disorders

**Multilingual Norms** Madalena Cruz-Ferreira, 2010 Multilinguals are not multiple monolinguals Yet multilingual assessment proceeds through monolingual norms as if fair conclusions were possible in the absence of fair comparison In addition multilingualism concerns what people do with language not what languages do to people Yet research focus remains on multilinguals languages as if languages existed despite their users This book redresses these paradoxes Multilingual scholars teachers and speech language clinicians from Europe Asia Australia and the US contribute the first studies dedicated to multilingual norms those found in real life multilingual development assessment and use Readership includes educators clinicians decision makers and researchers interested in multilingualism

**The Social Psychology of Communication Impairments** Shelagh Brumfitt, 1999-12-16 The study of communication impairment has up until now failed to include the influence of both social and health psychology in its core understanding of the problem The discipline of neuropsychology has given remarkable insights into language impairments yet we have little knowledge about what influences the behaviour of people with language impairments This book is intended to redress the balance in order to recognise the importance of social behaviour in the complexity of the communication problem by

exploring the aspects of social and health psychology which are relevant to the communicatively impaired speaker and looking at ways in which we can understand their predicament more fully

Speech and Language Disorders Associated with Subcortical Pathology Bruce E. Murdoch, 2009-03-25 This book provides comprehensive coverage of speech and language disorders arising from pathological processes involving the subcortical structures of the brain It gives an understanding of these disorders in terms of their neuropathological basis clinical symptomatology and prognosis A full discussion of contemporary models and theories of subcortical participation in speech and language processing is given including discussion of the possible roles of structures such as the basal ganglia subthalamic nucleus thalamus and cerebellum The book covers speech and language disorders associated with a variety of subcortical conditions ranging from major degenerative conditions such as Parkinsons Disease Huntingtons chorea and dystonia through to acquired non degenerative subcortical lesions arising from for example cerebrovascular accidents and stereotactic surgically induced lesions In addition a full description of the relevant assessment and treatment procedures currently recommended for use for each of the subcortical communication disorders is given

Clinical Aphasiology Martin John Ball, Jack Damico, 2007 This book presents a collection of cutting edge work from leading researchers and clinicians around the world on a range of topics within Clinical Aphasiology However more than this the volume is also a tribute to Chris Code one of the foremost scholars in the field Professor Code has made a galvanizing impact on the field as a savant a motivator and an impresario of trends which have resulted in several significant developments in the field In the first chapter of this book the editors outline the considerable contributions Chris Code has made to the area The remaining contents have been divided into three main approaches to the study of aphasia reflecting Professor Codes own interests First are the contributions that fall under the heading of Conceptual Considerations These are mainly interdisciplinary in nature spanning linguistics phonetics psychology and neurology as well as social aspects of communication disorders The second section of the book deals with Research Considerations with chapters ranging from how the study of disrupted communication can inform models of normal language processing through tone production and processing in speakers with aphasia to anomia and progressive multifocal leukoencephalopathy Each of these chapters explores different aspects of research methodology including quantitative and qualitative research The final section of the collection deals with Clinical Considerations the chapters here cover counselling computerized training cultural and linguistic diversity in aphasia right hemisphere disorders and communication problems in the dementias Clinical Aphasiology will be an invaluable tool for both students and practitioners in speech and language pathology psychology neurology and related fields

Research on Child Language Acquisition International Congress for the Study of Child Language. Conference, 2001

**Folia Phoniatica Et Logopaedica**, 1996

**Differential Diagnosis and Treatment of Children with Speech Disorder** Barbara Dodd, 2013-05-30 Paediatric speech and language therapists are challenged by diminished resources and increasingly complex caseloads The new edition addresses their concerns Norms

for speech development are given differentiating between the emergence of the ability to produce speech sounds articulation and typical developmental error patterns phonology The incidence of speech disorders is described for one UK service providing crucial information for service management The efficacy of service provision is evaluated to show that differential diagnosis and treatment is effective for children with disordered speech Exploration of that data provides implications for prioritising case loads The relationship between speech and language disorders is examined in the context of clinical decisions about what to target in therapy New chapters provide detailed intervention programmes for subgroups of speech disorder delayed development use of atypical error patterns inconsistent errors and development verbal dyspraxia The final section of the book deals with special populations children with cognitive impairment hearing and auditory processing difficulties The needs of clinicians working with bilingual populations are discussed and ways of intervention described The final chapter examines the relationship between spoken and written disorders of phonology **Children's Pragmatic**

**Communication Difficulties** Eeva Leinonen, Carolyn Letts, Benita Rae Smith, 2000-01-10 This volume provides a synthesis of work in the field of childhood pragmatic problems It provides both an introduction and more detailed consideration of the area Aspects covered include conversational analysis speech and communicative acts reference narrative pragmatic comprehension and relevance

Clinical Linguistics & Phonetics, 1997 *Acquired Speech and Language Disorders* Bruce E. Murdoch, 2013-05-20 It is vital to have knowledge of the neuroanatomical structures and functional neurological mechanisms which are disrupted in neurogenic speech language disordered persons in order to understand the speech language deficits themselves This book provides a comprehensive coverage of the neurological basis of both the clinically recognised forms of aphasia and the various motor speech disorders in both children and adults It also covers more recently recognised language disorders such as Parkinsons and related diseases right hemisphere damage closed head injury dementia etc This is a perfect text for practitioners who need to understand the integration of neuroanatomy and functional neurology with the practice of speech language pathology Hua Jen Hsin Li Hsüeh Pao, 2001

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