

Speech and Language

English for Special Educators A

1. All about speech and language disorders

- a) Read this article introducing basic information about speech disorders and choose the correct word from those highlighted in the text.

Communication is a 2-way street and can break down on both ends, i.e., comprehension and expression difficulties. Speech disorders or speech impediments are a **typical / type** of communication disorders where 'normal' speech is disrupted. Someone **who / which** is totally unable to speak due to a speech disorder is considered mute.

There are **several / other** areas where problems can appear:

Receptive Language – **understanding / pronouncing** words/language, following directions, auditory processing

Expressive Language – formulation of sentences, grammar, etc.

Cognition – includes memory, topic maintenance

Speech – how clear the **noises / sounds** are, rate of speech (includes dysarthria, apraxia, stuttering)

Voice – proper pitch, volume and quality of voice

Pragmatics – all the non-speech stuff, like eye contact, facial expressions, social behavior etc.

Classifying / Classification speech into normal and disordered is more problematic **than / then** it first seems. By a strict classification, only 5% to 10% of the population has a **completely / terribly** normal manner of speaking (with respect to all parameters) and healthy voice; all others suffer from one disorder or another.

Communication disorders come in all forms and affect all **age / ageing** groups. Some infants **are / will** born with them, while other disorders are not evident **until / while** the child becomes a toddler. These disorders can stem from physical or psychological trauma, birth defects, or chemical imbalances in the brain.

The elderly are also severely affected by communication disorders. Many patients recovering from strokes **hide / lose** the abilities to understand language or to communicate verbally. These impairments can be purely physical, but many stem from brain damage caused **by / for** lack of oxygen to the brain. Many Alzheimer's patients also **experience / tolerate** communication disorders.

Accident victims are commonly **effected / affected** by communication disorders as well.

Different types of communication disorders **include / consist**:

- Articulation disorders
- Phonological disorders
- Language disorders
- Fluency disorders
- Vocal disorders
- Aphasia
- Delayed speech

- Dysarthria
- Autism-related disorders
- Aphonia – inability to speak

There are many professionals who are involved in the **process / field** of diagnosing and treating speech impairments, such as speech pathologists, audiologists, special education teachers, special counsellors and consultants or speech and hearing therapists.

(adapted from <http://en.allexperts.com/q/Speech-Disorders-987/Speech-Impediments.htm>, www.wikipedia.org, and <http://www.worldwidelearn.com/online-education-guide/health-medical/communication-disorders-major.htm>)

2. The Importance of Speech and Language

- a) You are going to watch a video in which [several speech therapists talk about the importance of developing language and speech in children](#).

Are the sentences below True or False according to the video?

T / F

a. Communication is the 21st century life skill.	
b. The pyramid framework shows different levels of communication development.	
c. The first level of the pyramid focuses on non-verbal skills such as eye contact.	
d. 50% of communication is nonverbal (i.e. facial expression, body language, eye contact, tone of the voice).	
e. The early non-verbal skills are very important for developing speech, language and communication.	
f. Children start to use simple word and phrases before they understand them.	
g. Speech and development of speech is at the top of the pyramid.	

b) Watch the video again and make notes about the levels of language development in children.

3. Terminology: What speech impairments do you know?

4. Discussing: What situations might be difficult for people with a speech impairment?

Describe the situations in detail to another student. He/she must say why such situations might be difficult.

<p>Expressing cause and effect:</p> <p>It is difficult <u>because</u> ...</p> <p>XY happens and <u>as a result</u> there is a problem with ...</p> <p>XY happens, <u>which means</u> ...</p>	<p>Checking understanding:</p> <p>Do you know what I mean?</p> <p>Does that make sense?</p> <p>Do you see?</p>
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