



Introduction to Speech and Language Therapy: A New Intervention in School

Prafull Dhondopant Kulkarni

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Dr. Prafull D. Kulkarni is an experienced professor of English, a recognized research supervisor, and an author of international repute. He has to his credit over fifteen books as an author, five volumes as Editor, over ten international papers, and nine research projects on various themes of English language, literature, drama, culture, and folklore. Besides teaching literature courses for the past twenty-seven years in the public universities of India and Africa, he supervises PhD and M.Phil. scholars in a public university in India.

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LIST OF ABBREVIATIONS

ASHA	American Speech-Language-Hearing Association
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
ELF	English as a Lingua Franca
ELL	English Language Learner
EPSDT	Early and Periodic Screening, Diagnosis, and Treatment
ESL	English as a Second Language
FLL	First Language Learning
IALP	International Association of Logopedics and Phoniatrics
IDEA	Individuals with Disabilities Education Act
IELTS	International English Language Testing System
IFSP	Individual Family Service Plan
MTSS	Multi-Tiered System of Supports
NIDCD	National Institute on Deafness and Other Communication Disorders
RDs	Reading Disorders
SLA	Second Language Acquisition
SLI	Specific Language Impairment
SLL	Second Language Learning
SLP	Speech-Language Pathologist
SSI	Supplemental Security Income
TOEFL	Test of English as a Foreign Language

GLOSSARY

A

Abnormalities – something that is not normal, especially in a person's body

Acquisition – the act of obtaining or buying something

Advertising – the activity or profession of producing advertisements for commercial products or services

Alzheimer – disease is a progressive neurologic disorder that causes the brain to shrink (atrophy) and brain cells to die

Ameliorate – to make something better

Anthropology – is the scientific study of humanity, concerned with human behavior, human biology, cultures, and societies, in both the present and past, including past human species

Articulation – It is the act of expressing something in a coherent verbal form

Articulation Disorders – is a speech disorder involving difficulties in articulating specific types of sounds

Audio – Lingual Method – audio-lingual method, Army Method, or New Key, is a method used in teaching foreign languages

Audiologist – A health care professional who is trained to evaluate hearing loss and related disorders

Auditory – pertaining to hearing

Aural Oral – refers to the ear or hearing, and oral to the mouth or speaking

B

Behaviorism – also known as behavioral psychology, is a theory of learning based on the idea that all behaviors are acquired through conditioning

Bilingualism – is the ability to use two languages; a person may be bilingual by virtue of having grown up learning and using two languages simultaneously

Broadcasting – is the distribution of audio or video content to a dispersed audience via any electronic mass communications medium, but typically one using the electromagnetic spectrum, in a one-to-many model

C

Checklists – is a type of job aid used to reduce failure by compensating for potential limits of human memory and attention

Cognitive – connected with the processes of understanding

Consciousness – at its simplest, is sentience or awareness of internal and external existence

Consonants – The sound produced as a result of halting or limiting the exhaling breath

Coordination – When performing actions, several muscles or muscle groups must operate in unison to achieve the desired result

D

Dementia – is a syndrome in which there is deterioration in memory, thinking, behavior, and the ability to perform everyday activities

Disorders – is sometimes used to refer to what is more frequently known as mental disorders or psychiatric disorders

Dyslexia – A learning disorder characterized by difficulty reading

Dysphasia – language disorder marked by deficiency in the generation of speech, and sometimes also in its comprehension, due to brain disease or damage

E

Enthusiasm – in modern usage, enthusiasm refers to intense enjoyment, interest, or approval expressed by a person

Evaluation – Measurement of a person's degree of development or the identification of a suspected sickness or ailment are both accomplished through testing

H

Hemorrhoids – are swollen veins in your lower rectum; internal hemorrhoids are usually painless, but tend to bleed

Hymes – a song or ode in praise or honor of God, a deity, a nation, etc. something resembling this, as a speech, essay, or book in praise of someone or something

I

Idioms – is a phrase or expression that typically presents a figurative, non-literal meaning attached to the phrase; but some phrases become figurative idioms while retaining the literal meaning of the phrase

Intermingle – to make ideas, people, cultures etc. to mix with one another; to be mixed together in this way

J

Judiciously – with good judgment or sense

L

Lexicalized – form, express, or accept as (a word) in the vocabulary of a language

Linguistic Dysfunction – language disorders or language impairments are disorders that involve the processing of linguistic information

Linguistics – is the scientific study of language; the unconscious knowledge that humans have about language

M

Medicaid – Medicaid in the United States is a federal and state program that helps with healthcare costs for some people with limited income and resources

Mother-Tongue – a first language, native tongue, native language, or mother/father/parent tongue, is a language that a person has been exposed to from birth or within the critical period

Multilingualism – is the use of more than one language, either by an individual speaker or by a group of speakers

O

Occupational Therapist – allied health professionals who make use of particular activities as an aid to recuperation from physical or mental illness

Oral Fluency – refers to how smoothly and quickly a reader can read connected material aloud and how much expression the reader has in reading the passage

P

Pamphlet – is an unbound book, and may consist of a single sheet of paper that is printed on both sides and folded in half, in thirds, or in fourths, called a leaflet or it may consist of a few pages that are folded in half and saddle stapled at the crease to make a simple book

Paralysis – is the loss of muscle function in part of your body

Pathologist – a doctor who is an expert in pathology, and examines dead bodies to find out why a person has died

Pedagogy – most commonly understood as the approach to teaching, is the theory and practice of learning, and how this process influences, and is influenced by, the social, political, and psychological development of learners

Pediatrician – a doctor who deals with the diseases of children

Phonetics – is a branch of linguistics that studies how humans produce and perceive sounds, or in the case of sign languages, the equivalent aspects of sign

Phrase – is a group of words that express a concept and is used as a unit within a sentence

Politics – the activities associated with the governance of a country or area, especially the debate between parties having power

Pop Culture – popular culture is generally recognized by members of a society as a set of the practices, beliefs, and objects that are dominant or prevalent in a society at a given point in time

Pragmatics – is a subfield of linguistics and semiotics that studies how context contributes to meaning

Pronunciation – is the way in which a word or a language is spoken

Propagator – a covered, typically heated container filled with earth or compost, used for germinating or raising seedlings

Prototype – a prototype is an early sample, model, or release of a product built to test a concept or process

Psychiatrist – a medical practitioner specializing in the diagnosis and treatment of mental illness

Psycholinguistics – or psychology of language is the study of the interrelation between linguistic factors and psychological aspects

Psychology – is the science of mind and behavior; includes the study of conscious and unconscious phenomena, as well as feelings and thought

R

Reading Disorder – condition wherein a person has trouble reading words or understanding what they read

Resonance Disorder – is a speech disorder in which something changes the way air flows through the mouth when a person is talking

S

Sociolinguistic – is the descriptive study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used, and society's effect on language

Speech Impairment – disorders of speech sounds, fluency, or voice that interfere with communication, adversely affect performance and/or functioning in the educational environment, and result in the need for exceptional student education

Suggestopedia – is a teaching method developed by the Bulgarian psychotherapist Georgi Lozanov

Syllables – a word or part of a word which contains one vowel sound

Sympathy – is the perception, understanding, and reaction to the distress or need of another life form

T

Therapy – treatment to help or cure a mental or physical illness, usually without drugs or medical operations

Trans-Disciplinary – relating to more than one branch of knowledge; interdisciplinary

V

Vocabulary – is a set of familiar words within a person's language, and usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge

Z

Zeal – great energy or enthusiasm in pursuit of a cause or an objective

PREFACE

This book takes the readers through an overview of speech and language therapy and how they work in cases of children as well as adults, the role and technique of speech and language, assessment in speech and language, and language teaching. This book sheds light on linguistic theory and language teaching, various strategies for language teaching, and vocabulary development for the second language.

The first chapter stresses the basic overview of speech and language therapy, specific language impairment (SLI), the factors that influence treatment for speech and language. This chapter will also emphasize policies and guidelines that influence the provision of speech and language therapy for children, the concept of language therapy, speech therapy, and its use in stuttering.

The second chapter takes the readers through the role and techniques of speech and language therapy, the role of speech and language in early intervention, and language-based learning difficulties or reading disorders (RDs). This chapter will provide highlights on the various techniques of therapy like articulation therapy, language intervention therapy, oral motor therapy, and vital stem therapy.

Then, the third chapter explains the assessment in speech and language, its evaluation. It also explains the assessment of language disorders in school-age children, the specific parameters for assessment. This chapter also sheds light on the significance of formal assessment measures.

The fourth chapter introduces the readers to the language teaching and history of language teaching along with its various objectives and principles. This chapter also explains the characteristics of a good language teacher, the importance of good communication skills and relationship with students, commitment, and dedication to teaching, along with explaining the significance of language learning.

The fifth chapter throws light on the several various components of linguistic theory and language teaching, the way linguistics guides language teaching. This chapter contains different approaches to language theories and language teaching, trends in applied linguistics, computational linguistics, along with highlighting the major technological innovations such as blended and mobile learning.

The sixth chapter takes the readers through the concept of strategies for language teaching, types of language teaching methodologies, benefits of teaching foreign

languages, history of language learning strategies. The readers are then told about the various methods and characteristics of language learning strategies and their prevailing significances.

The seventh chapter explains the role of academic English for a second language learner, reasons for the importance of English, the global spread of the English language. This chapter also emphasizes the other factors for the popularity of the English language like advertising, broadcasting, popular music, etc. It also states the difficulties for English learners.

The last chapter of this book sheds light on the vocabulary development for second language learners, that is SLL, the task of vocabulary learning. This chapter also mentions task-dependent learning strategies and second language learning (SLL) through vocabulary acquisition.

This book has been designed to suit the knowledge and pursuit of the researcher and scholars and to empower them with various aspects of speech and language and the methods and techniques on which they are based so that they are updated with the information. I hope that the readers find the book explanatory and insightful and that this book is referred by scholars across various fields.

Speech and Language Therapy: An Overview

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This chapter gives a detailed overview of the therapy of speech and language. It begins with explaining speech therapy and its role played in society and also how does it works for adults as well as for children. It also talks about the specific language impairment (SLI), the treatment and persistence of speech and language.

It addresses the factors that influence treatment for speech and the prevailing language disorders along with the policies and guidelines that influence the provision of speech and language services to children. It then goes on illustrating the treatment for speech and language disorders.

This chapter also defines language therapy, which gives speech-language therapy and explains the speech therapy as well as the types of speech therapy and the speech therapy implemented to treat stuttering.

1.1. WHAT IS SPEECH AND LANGUAGE THERAPY?

Speech and language therapy bestows various types of treatment, assists, support, and cares for children as well as for adults who face trouble and challenges not only with communication but also with eating, drinking, and swallowing, basically with things, where the mouth plays a major role as all of these things, are associated with each other.

While talking about the therapists of speech and language that is the SLTs are unified health professionals. They work and collaborate with parents, caregivers, and other professionals, mainly the teachers, nurses, occupational therapists as well as doctors.

Speech therapy contributes to treatment and support for people who go through speech disorders or face problems while having communication or obstacles while even carrying out a normal conversation. This perspective is considered to be significant to treat several issues in both children and adults. It serves in their interest to a great extent.

Speech is the expression of thoughts using articulate sounds. A speech disorder is an issue that prevents a person from communicating using spoken words. People may also refer to them as communication disorders.

1.2. WHAT IS SPEECH THERAPY?

Speech disorders unfold and evolve in diverse ways. They can take place due to:

- When nerve injuries are caused to the brain;
- muscular paralysis;
- structural abnormalities; and
- Development disabilities.

A study which happened in 2015 depicted that approximately 8% of children trusted source aged between 3–17 years went through a communication disorder that is trouble in speaking during the past 12 months. As stated by the National Institute on Deafness and Other Communication Disorders (NIDCD), in the United States, 7.5 million people have difficulties while using their voices.

Speech therapy is an efficient and effective treatment for dealing with disorders associated with speech and communication. With speech therapy, a speech-language pathologist (SLP) gives treatment and support for people having speech disorders. They are health professionals who are taught or instructed to assess and cure those with speech, language, or swallowing disorders. SLPs are often referred to as speech therapists.

1.2.1. How Does It Work?

An SLP will start with evaluating the individual. They can then recognize various forms of speech disorders and after observing and identifying them, they provide a remedy or a treatment to them.

1.2.2. Speech Therapy for Children

A child may take part in speech therapy that is held in a classroom as part of a small group or sometimes in a one-on-one setting. This setting is dependent upon the type of speech disorder they are experiencing. The SLP will operate by making the use of therapeutic exercises and activities to help them tackle and get better at their particular issues (Figure. These include:

1. **Language activities:** This activity inculcates playing and having a conversation with the child while using different tools such as pictures, books, and objects to stimulate the development of language. The SLP may also represent correct pronunciation and use exercises and tasks which come with repetition, to elevate the increase in the skills in the child's language.

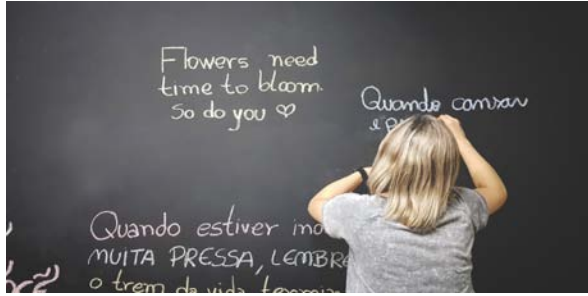


Figure 1.1. Speech therapy for children.

Source: Image by unsplash.com.

2. **Articulation activities:** These will incorporate the SLP working in association with a child to assist them to improve their pronunciation. The SLP will demonstrate how to make and construct distinct sounds, mainly during these play activities.
3. **Feeding and swallowing therapy:** An SLP can work closely with a child's eating abilities as well by observing the problems they face while chewing or swallowing. They also implement and use oral exercises to help build up and strengthen the muscles in the mouth or work with various food textures to ameliorate the child's oral consciousness.
4. **Exercises:** The SLP may use a various number of tongues, lip, and jaw exercises, along with this, they also apply the technique of facial massage to assist in strengthening the muscles around the mouth. This can help them later concerning their future speech and communication.

An SLP will also cater to the needs of the child with different procedures, methods, and by assigning homework. These various exercises permit them to work through certain tasks, so they can carry on with such practices at home with their parents or caregivers.\

1.2.3. Speech Therapy for Adults

An SLP can use numerous different methods as a dimension of adult speech therapy. These include:

1. **Social communication:** The SLP can carry forward the technique of problem-solving, memory activities, and exercises related to the talking stages to improve communication.

2. **Breathing exercises:** They can also make use of breathing exercises to help with resonance issues.
3. **Mouth exercise:** These are an appropriate way to strengthen oral muscles, which can help people get better with their communication.
4. **Swallowing exercises:** Medical issues, for example, Parkinson's disease, oral cancer, or even a stroke, may result in swallowing troubles. An SLP can use swallowing tasks to help a person control and cope with these problems.
5. **Conditions:** An SLP can use speech therapy to cure respective conditions, which include the following:
 - **Stuttering:** Stuttering is a kind of speech disorder that specialists distinguish by the repetition of sounds, syllables, or words. A person with a stutter can many times repeat extended words, syllables, or phrases. A person with a stutter is aware of the fact they want to speak but has trouble speaking or expressing themselves clearly or in a manner that flows naturally without any obstruction. Sometimes people also refer to a stutter as a stammer.
 - **Aphasia:** Aphasia is a disorder that results in a person having a problem with language or speech. Harming to the parts of the brain that accounts for language might sometimes trigger aphasia. Strokes are a primary cause of the condition that happens in adults.

A person suffering from aphasia might lose their potential to convey, comprehend and express the language, and may also face difficulty in reading or writing. As reported by the NIDCD, approximately 1 million people in the U.S. are suffering from aphasia, whereas almost 180,000 obtain this condition per year.

- **Articulation disorders:** Specialists trusted source categorize and characterize articulation disorder as a disorder that lacks any kind of associations with another speech or linguistic dysfunction. Articulation disorders are related to people who experience issues with the production of sound incorporating the coordinated movements that occur on the lips, tongue, teeth, palate, and respiratory system.

People who live with these disorders may find trouble establishing certain sounds, for instance, saying "wabbit" rather than "rabbit." A person

living with phonological disorders can make pronounce these words or properly make such sounds, but the problem with them is they might use them in the wrong position of a word.

People having articulation disorders many times can mispronounce words. Many individuals also face issues with another realm of the language development.

1.3. SPECIFIC LANGUAGE IMPAIRMENT

A specific language impairment (SLI) is a disorder that results in problems and issues associated with the development of language skills in children. It is a condition that is not due to known disabilities related to neurological, sensory, or intellectual.

SLIs influence the manner a child speaks, listens, reads, and writes. Specialists often refer to them as developmental language disorder, language delay, or developmental dysphasia. SLI is one of the most usual disorder that occurs commonly in a child and is linked with developmental disorders, impacting around 7–8% of kindergarten children, meaning to say it mostly affects children who are around 3–4 years of age.

This condition may broaden and then eventually impact a person once they are in a phase of adulthood. Speech therapy can improve an individual's particular problems or issues and assist, enhance their social and work life by making communication easy.

1.3.1. Resonance Disorders

A blockage or hamper to the regular airflow through a person's mouth when they speak can activate a resonance disorder. The problem with these disorders is they change the vibrations which are accountable for speaking, which causes the slurry speech as it becomes unclear. Healthcare providers often demonstrate and link this speaking disorder with the cleft palates trusted source and different other neurological disorders.

1.3.2. Is It Effective?

Several studies represent that speech therapy is an effective mechanism for helping children and adults improve, enhance, and develop their communication skills. One study trusted source consisting of over 700

children with trouble with speech or language indicates that speech therapy had an essential positive effect.

The data and results show that an average of 6 hours of speech therapy for about 6 months improved communication performance to a large extent. Speech therapy was also proved to be much more efficient as compared to the no treatment over the same period.

Another study trusted source examined and focused on the impacts of speech therapy on adults who had gone through or experienced a stroke and has developed aphasia. The data also demonstrates that speech therapy is constructive and functional in coping up with these communication issues.

The research also highlights its effectiveness in the initial phase after a stroke, typically the first 6 months, and exhibits those intensive treatments have a far positive and greater impact. Another study trusted source also proposed that speech therapy proves to be effective in treating people who suffer from or live with aphasia. This study shows that 16 sessions of speech therapy for over eight consecutive weeks helped in improving the communication skills of people.

1.4. TREATMENT AND PERSISTENCE OF SPEECH AND LANGUAGE DISORDERS IN CHILDREN

This topic of the chapter deals with the three aspects within the boundary of the committee's charge: standards of care and awareness for speech and language disorders in children during recent times; which of the disorders can be controlled and improved through treatment and the total time course which is needed for this treatment; and knowing the prolonged existence of these disorders in children.

This discussion is bounded to those childhood speeches and the different types of language disorders that are most common in the supplemental security income (SSI) population. However, its purpose does not serve to give an extensive analysis of interventions for or the persistence of speech and language disorders.

Before beginning, it is significant to shed light on the treatment as it is considered to be significant for all children facing speech and language disorders, but with having few exceptions, it is proving to be coherent for less critical disorders.

However, even children who face the most severe disorders can also develop, build up and amplify functionally significant communication skills that have a relevant and purposeful influence on their lives even if their speech, conversation skills, and language disorders have not been completely improved, resolved or treated properly.

1.5. FACTORS THAT INFLUENCE TREATMENT FOR SPEECH AND LANGUAGE DISORDERS

A lot many treat programs related to speech and language make effective applications of various approaches that are highly dependent on the needs as well as circumstances of the person. Various kinds of crucial factors shape the correct intervention program for any given person.

These further include certain treatment objectives depending upon the seriousness of the disorder, the level of development of the person, the people involved in the intervention, the setting in which the treatment is being provided, and last, but not the least main properties of speech and language. These factors are briefly described below:

1.5.1. Objectives of Treatment Based on the Severity of the Disorder

For people having severe speech and language disorders, it is quite not possible to change the limitations in developmental processes as well as systems. This could be because of the current level of knowledge in the field of developmental and learning sciences.

For some people, conventional means of communication are quite impossible, given the level of development as well as the severity of communication difficulties. In such kind of cases, compensatory relates to communication, like picture cards, computer-based communication systems, etc. In addition to that, parents of children dealing with severe speech and language disorders require support as well (Zebrowski and Schum, 1993) (Figure 1.2).



Figure 1.2. Objectives of treatment based on the severity of the disorder.

Source: Image by unsplash.com.

1.5.2. Developmental Level of the Child

The treatment program should always be adapted to the current developmental status of the child concerning speech and language skills along with social, physical, and emotional development. As a result, treatment programs are designed in such a way to build on the child's developmental level, irrespective of the age of the child (Brown and Ferrara, 1999).

For instance, a five-year-old child who is functioning at a three old level in the language is not likely to be capable of acquiring the language skills of a typical five-year-old without having accumulated the intermediary skills usually acquired between the ages three and five.

1.5.3. Agent(s) of Change

Treatment programs for speech and language disorders always require that someone, generally an adult, provide an environmental milieu that ultimately promotes speech and language growth (Paul and Norbury, 2012).

Some of the computer-based programs that need a minimum of adult interaction have been developed (Tallal et al., 1996), however, there is no consensus on their effectiveness (Cohen et al., 2005; Gillam et al., 2008; Strong et al., 2011).

As a result, speech and language therapy generally requires that the child is involved with a partner (parent, peer, clinician) who is a competent listener/speaker of the language. This engagement eventually becomes the way of producing learning as well as behavior change.

Different kinds of people can be considered as agents of change for and integral to speech and language therapy for children, comprising certified and professionally trained SLPs, parents, teachers or childhood educators, and peers. In certain cases, the role of the speech and language clinician may be as an educator and consultant for others who are the main agents of the change.

1.5.4. Treatment Setting

Treatment may take place in many settings or environments as speech and language skills development within the framework of a child's daily communication activities- for instance, at home, in school and neighborhood.

Each setting offers different opportunities for communication and interaction. In ancient times, speech and language therapy was provided exclusively in therapy rooms as well as classrooms where the speech-language clinician engineered the environment to promote learning (McWilliam, 1995).

In the past twenty years, speech and language intervention has moved out of special-purpose environments (Peña and Quinn, 2003). This practice is built on the belief that treating in these natural settings will eventually promote the generalization of learning to these settings.

For children who are younger than three years of age, services may be provided easily in the home (Mahoney et al., 1999). Pre-schoolers may be served in an early childhood or daycare setting; on the other hand, treatment programs for school-age children, in general, are integrated into the classroom.

1.5.5. Key Properties of Speech and Language

Language is largely described as involving different kinds of interrelated systems that are used together to accomplish communication. These systems clearly explain how they make it possible to understand the intent and meaning of words spoken by others and also, to use words as well as sentences to express meaning and intent to others.

What is said and what is heard can be thought of as the apparent manifestations of communication. Such fundamental manifestations are complex knowledge systems stored in memory systems in the brain. This complex combination of skills and knowledge that should be acquired by a child is the common target of speech and language therapy.

1.5.6. Speech and Language Knowledge Is Implicit

A typical child develops speech and language knowledge so quickly and with very less conscious effort and most importantly, with very less intentional instruction by the parents (Pinker, 1984). For example, let us consider the following sentence: “The basketball player dribble ball.” Most native English-speaking adults would revise the sentence and change “dribble ball” automatically to “dribbles the ball.” However, such kinds of judgments of mature English speakers are very common, though a lot many adults cannot explain why they make such judgments.

Such kind of knowledge is generally known as implicit knowledge. This can be defined as the knowledge which is acquired through exposure or experiences, instead of explicit instructions- much of a young child’s speech and language learning develops through such implicit process (Bock and Griffin, 2000; Conway et al., 2010).

In this manner, much of the speech and language learning is similar to learning to ride a bike or tie a shoe- skills that can only be acquired by doing and, basically the ones that are quite hard to explain without demonstration. Such type of learning needs repeated practice and exposure and the resulting knowledge builds gradually.

1.5.7. Speech and Language Knowledge Is Abstract

The implicit knowledge that gets accumulated during speech and language development is abstract. Knowledge of grammar seems to acquire processing such kind of notion as the subject of a sentence, which in general involves the role of a phrase in a sentence that governs some of the grammatical features of the sentence.

Usually, words refer to classes of referents as well as phonemes that are also known as speech sounds, that consist of categories of specific speech sounds. Such kind abstract relations, categories, roles allow language to express meanings inconsistent though flexible ways (Figure 1.3).



Figure 1.3. Speech and language knowledge is abstract.

Source: Image by unsplash.com.

How these abstractions are acquired is a topic of considerable debate (Bates and MacWhinney, 1987; Chomsky, 1986; St Clair et al., 2010). However, sentences involving such kind of abstractions can be provided to a young child, the actual abstraction cannot; instead, the child must create it on his or her own.

As a consequence, the child can be given the raw material from which the language can be learned, however, the abstract learning product should be generated through mental processes within the child. Similar to a physical therapist, who can physically change the state of targeted tissues via manipulation, a speech-language clinician cannot make direct contact with these mental processes as they are dynamic learning processes within the brain.

1.5.8. Knowledge Allows for Creativity

Another key characteristic of speech and language knowledge is that it allows for significant creativity as well as adaptability. A main feature of

language is that what one says is often novel; which is one can say things one has not heard before. Such creative aspect of language can be utilized to adapt as well as adjust what one says to a specific situation.

Such adaptability is also seen in speech production as well as the capability of producing intelligible speech in a variety of ways. Therefore, knowing a language is not simply imitating or storing away a collection of words or sentences to be called up when needed, but it is using rules or principles and abstract knowledge inflexible as well as more creative ways.

As a consequence, treatment may target and then relatively change specific aspects of speech and language, the ability of a child to understand as well as produce novel utterances that are important for communication will be limited unless the treatment results in broader changes in underlying skills and knowledge.

1.6. POLICIES AND GUIDELINES THAT INFLUENCE THE PROVISION OF SPEECH AND LANGUAGE SERVICES TO CHILDREN

It is generally seen that several factors influence the range of treatments and services received by children having speech and language disorders. Within the universe of children having such disorders who obtain SSI benefits, various sets of policies might be projected to play a particularly imperative role: the individuals with disabilities education act (IDEA); Medicaid and its special early and periodic screening, diagnosis, and treatment (EPSDT) benefit for children and adolescents up to 21 years age, to which all children receiving SSI are allowed; and policies founded by the leading professional society in the area of language and speech treatment that assists in guiding the provision of treatment under public programs.

1.6.1. Individuals with Disabilities Education Act

IDEA needs that all children with disabilities—including language as well as speech disorders—be provided with a free, adequate public education in the least restraining environment possible. Part B of this law pertains to this obligation to children aged 3–22, whereas part C extends this command to children from their birth to 3 years (Figure 1.4).



Figure 1.4. Policies and guidelines that influence the provision of speech and language services to children.

Source: Image by unsplash.com.

Within the United States, language, and speech services for children typically are offered by school systems as part of special education services (U.S. Bureau of Labor Statistics, 2014). Although, speech and language services are not offered solely by public school systems; they also can be initiated in some community-based programs, such as head start. Payment for services both within as well as outside of the school system are covered by Medicaid.

Children having language and speech disorders may also get treatment and related services through privately funded programs, such as those supported by the Scottish rite or easter seals language clinics.

1.6.2. Medicaid Early and Periodic Screening, Diagnosis, and Treatment Program

Under the Medicaid EPSDT program, children under the age of 21 who are enrolled in Medicaid must be offered adequate preventive and specialty services for audiology and speech and language disorders (CMS, n.d.). This comprises “diagnostic, preventive, screening, or corrective services offered by or under the direction of a speech and language audiologist and pathologist.” Specifically, the EPSDT advantage offers coverage for:

- the identification of children with language or speech impairments;
- diagnosis and appraisal of particular language or speech impairments;
- referral for medical as well as other professional attention essential for rehabilitation of language or speech impairment;
- provision of speech as well as language services; and
- counseling and guidance of parents, teachers, and children.

1.6.3. American Speech-Language-Hearing Association

It is generally seen that services for children having speech and language disorders are also induced by the American Speech-Language-Hearing Association (ASHA), which has delivered practice guidelines for speech and language therapy:

Children receive the intervention or/and consultation services when their potential to communicate successfully is impaired because of a communication disorder and when there is a rational belief of advantage in body function/ structure and/or participation/ activity. Interventions that augment activity and participation through alteration of contextual factors may be necessary even if the prognosis for upgraded body structure/function is confined. (ASHA, 2004)

Intervention extends long enough to achieve stated objectives/predicted outcomes and ends when there is no hope for a further advantage during the current developmental stage. (ASHA, 2004).

In the majority of the cases, the duration of treatment can be long-drawn-out, given that throughout childhood, the functional necessities for language and communication consistently surges and often outpace the child's growth.

Therefore, a child with a language disorder and/or speech, although making progress, falls further behind his or her typically emerging peers in the potential to meet functional communication expectations. As a result, and in keeping with the ASHA guidelines, treatment often is extended, especially for children with severe language and speech disorders.

1.7. TREATMENT FOR SPEECH AND LANGUAGE DISORDERS

The mono aim of treatment for speech and language disorders is to better a child's communication problems and thus minimize or reduce the negative

sequelae allied with these disorders. Optimal treatments would be those that cured or resolved the problem and thus resolved the disability. Indeed, some treatments for speech and language disorders may attain this level of efficiency for some children. Two instances are given here.

Firstly, children born with clefts of the palate and lip are at substantial risk for poor speech intelligibility. Innovations in the early surgical management of clefts of the palate and/or have resulted in considerable improvements in the speech outcomes of affected children, often allowing normal levels of speech development (Bzoch, 1997).

Although surgery serves as an imperative treatment, surgery alone is not adequate in most cases to fully address the risk for behavioral treatment and speech impairment (i.e., speech therapy) often is required as well (Hardin-Jones and Jones, 2005).

Likewise, children who are born deaf or hard of hearing have significantly greater rates of speech and language impairment. During the past many years, auditory prostheses such as cochlear implants and hearing aids, when paired with adequate and intensive interventions, have been shown to lead to substantial improvements in the speech and language outcomes of these children (Niparko et al., 2010; Tomblin et al., 2014b). Yet despite the efficiency of these prostheses, the risk of poor speech and language outcomes still prevails for some children.

Both surgeries for palate and cleft lip and the provision of auditory prostheses are interventions aimed at the fundamental cause of the language/speech disorder. Each reflects etiologies impacting peripheral systems for communication (anatomical structures for speech or sensory input) that are comparatively agreeable to direct intervention.

For the vast mainstream of speech and language disorders, though, the cause is unknown or when known, comprises developmental impairments of the brain. For these disorders, there presently are no interventions, such as a surgical treatment or pharmacological, that can resolve the cause of the problem and thus result in considerable resolution of the child's disability.

Rather than this, the treatment of these pediatric speech and language disorders comprises of behavioral approaches that play an important role in improving function, and among more sternly impaired children, treatment rarely results in resolution of the overall disability.

1.7.1. Early Intervention (Birth to Age 3) for Language and Speech Sound Disorders

1.7.1.1. Early Intervention Approaches

The necessity for language intervention can be recognized quite early in an infant's life, specifically when the child has comorbid disabilities that are identified to be significant for speech and language development (e.g., Down syndrome, fragile X syndrome, cerebral palsy, autism spectrum disorder, traumatic brain injury, being deaf or hard of hearing).

In other instances, infants or young children fail to fulfill early language or speech milestones (e.g., development of meaningful speech, potential to make or combine words by 24 months of age), which assists in enrollment in intervention.

When children are quite young, language intervention characteristically is applied through a family-centered approach. The intervention is carried out by the caregivers or parents, while the speech clinician takes on a support role, offering guidance that helps caregivers, as well as parents, develop the skills and knowledge required to promote the child's development throughout everyday interactions and routines.

These approaches entail offering a context of emotional support for family members, who may be adapting to the child's developmental challenges and the resultant impact on family life. Moreover, family-centered practices recognize the influential role of caregivers and the home context in the overall development of the child.

For instance, a skilled clinician may offer early intervention for 1–2 hours/week that signifies only a proportion of a child's 100 hours of potential learning time (Warren et al., 2006). This intent of family-centered and parent-implemented tactics is to support the ability of caregivers to promote communicative development throughout day-to-day life (Rush and Shelden, 2008).

Some of the initial research on talk to children (Brown and Bellugi, 1964) revealed that parents sometimes rearticulate things children say. For instance, when a child says, "See doggy," the parent may follow by saying, "Yes, see the doggy."

This form of parent behavior was labeled "expansion" in which the parent provided a model of a grammatically well-formed sentence by increasing the child's utterance. A variant on expansion known as "recasts" involves

a reformulation of a child's prior well-formed expression to comprise extra and more advanced grammatical properties (Nelson et al., 1973).

Thus, the child might say, "The doggy is barking," and the adult might accompany by saying, "Yes, the doggy is barking very loudly, isn't he?" In one early study, children uncovered to high rates of expansion and recasts showed enhanced grammatical development (Nelson et al., 1973).

Follow research showed that children exposed to raised rates of expansion have improved language growth (Cleave et al., 2015; Leonard et al., 2004; Nelson et al., 1996). Other instances of caregiver use of talk that inspires language development include "parallel talk" (e.g., defining at the moment what the child is doing or experiencing, such as "You are swinging so high.") and open-ended questions whose answers are unidentified to the caregiver (e.g., "What else do you want?") (Fey et al., 1999; Proctor-Williams et al., 2001; Szagun and Stumper, 2012).

Apart from supporting parents in using responsive language, it is also highly significant to minimize the use of caregiver styles that are overly instructive and/or monitoring of the child, such as leading the child's attention away from present interests, rectifying grammar ("Say it this way, not that way"), or withholding an object until the child speaks.

Maternal directiveness has been negatively allied with succeeding child language outcomes (Landry et al., 1997, 2000; Rowe, 2008), which resulted in interventionists providing caregivers with support and feedback that promote responsive instead of directive interactions.

Enhanced parental confidence is highlighted in interventions that are the main area of focus is on caregiver promotion of language abilities throughout daily routines. Early interventionists are aimed at promoting caregivers' *self-efficacy* in their roles in endorsing the child's development, labeled as the "expectations caregivers hold about their potential to parent successfully" (Jones and Prinz, 2005, p. 342).

Caregivers that have low levels of self-efficacy may find it almost challenging to endure when offered challenges in parenting their child. In contrast, greater levels of maternal self-efficacy have been associated with responsiveness to the child and the provision of stimulating interactions (Coleman and Karraker, 2003).

Certainly, promoting caregiver receptiveness to the child and to the child's efforts to communicate is another primary objective of early intervention. This approach builds on several years of research exhibiting that children

exposed to conversational talk that is receptive have better rates of language development in comparison to those who are not (Cross, 1978; Goldfield, 1987; Landry et al., 2006; Tamis-LeMonda et al., 1996).

One form of this responsive communication appears when the clinician or parents says something that erects on the meaning of the child's prior utterances—mentioned as “semantic extensions” (Cleave et al., 2015). The efficiency of semantic extensions in endorsing language growth was first shown by Cazden (1965).

1.8. WHAT IS LANGUAGE THERAPY?

Language therapy can be defined as an extensive broad label for several types of therapies that a speech-language pathologist (SLP or speech therapist) can offer for children. Language therapy tackles children having disorders or delays in the following areas:

- **Listening skills:** How your child can comprehend what is being said to her and follow directions.
- **Grammar skills:** Potential of a child to use grammatical markers to form complete sentences.
- **Vocabulary skills:** Knowledge of child of what things are called and her potential to comprehend those words when spoken as well as to remind and say the word when required.
- **Question skills:** Potential of a child to answer and ask questions with many structures.
- **Social language skills (Pragmatics):** Potential of a child to use language to interact with others and follow social rules of play and conversation.
- **Literacy/book skills:** Potential of a child to read and write or use pre-reading skills such as recognizing print, book handling, etc.

1.8.1. How Does Language Therapy Work?

The speech therapist of a child will choose a few targets from the areas above that your child has problems with. Then, he or she will be able to identify ways to teach each skill to your child. In the majority of the cases, this comprises breaking the skill down into smaller steps and particularly teaching each skill to the child.

For instance, if your child is working on “where” questions, the SLP will help in teaching the child that “where” means place and will start with very naive “where” questions, such as “where’s the ball” or “where’s your nose.”

Then, as the child’s correctness surges, she will instigate to ask your child more challenging “where” questions, such as “where do you wash your hands?.” The SLP may take into use many techniques that will help a child in teaching a skill, embracing pictures, verbal reminders, etc. (Figure 1.5).



Figure 1.5. e-books play an important role in speech therapy.

Source: Image by unsplash.com.

Look for the eBook that is entitled lesson plans for teaching language skills:

It is generally seen that an eBook that has detailed lesson plans, data collection, sample goals, activities, handouts as well as worksheets is very useful in allowing the child to learn different speech and language skills. It’s a great overview of how to teach a variety of topics concerning speech and language:

1.8.2. What Are Speech Disorders?

A speech disorder can be defined as a set of problems with making sounds. Speech disorders comprise:

- **Articulation disorders:** These are difficulties with making sounds in syllables or saying words erroneously to the point that listeners cannot be able to comprehend what is being said.
- **Fluency disorders:** These comprise of problems such as stuttering, in which the flow of speech is intruded by unusual stops, partial-word repetitions (“bb-boy”), or prolonging sounds and syllables (sssssnake).
- **Resonance or voice disorders:** These are glitches with the pitch, quality, or volume of the voice that divert listeners from what’s being said. These kinds of disorders may also cause discomfort or pain for a child when speaking.

1.8.3. What Are Language Disorders?

A language disorder can be defined as a set of problem understanding or putting words together to communicate ideas. It is worth noticing that language disorders can be either expressive or receptive:

- **Receptive disorders** refer to a set of problems with understanding or processing language.
- **Expressive disorders** are problems with putting words together, having a restricted vocabulary, or being unable to use language in a socially apt way.
- **Cognitive-communication disorders** refer to problems with communication skills that comprise memory, perception, attention, organization, problem-solving, and regulation.

1.9. WHO GIVES SPEECH-LANGUAGE THERAPY?

SLPs, often known as speech therapists, are well-informed in the study of human communication, its development, and its disorders. SLPs assess language, speech, cognitive-communication, and feeding/ oral/swallowing skills. This plays an imperative role in identifying a problem and the best way to treat it.

SLPs have:

- At least a master’s degree.
- State certification/licensure in the field.
- A certificate of clinical competency from the ASHA.

An ASHA-certified SLP has passed a national exam and finished an ASHA-accredited supervised clinical fellowship. Occasionally, speech assistants assist in giving speech-language services. They may also comprise of a 2-year associate's or 4-year bachelor's degree and are supervised by an SLP.

1.9.1. What Do SLPs Do?

In speech-language therapy, an SLP is responsible to work with children on a one-to-one basis, in a small group, or in a classroom to overcome problems.

Therapists use several techniques, including:

- **Language intervention activities:** The SLP will interact with a child by talking and playing, making use of pictures, objects, books, or ongoing events to incite language development. The therapist may model correct grammar or vocabulary, and use repetitive exercises to build language skills.
- **Articulation therapy:** Articulation, or sound production, exercises comprise having the therapist model correct syllables and sound in sentences and words for a child, often during the time of playing activities. The level of play is age-appropriate and linked to the child's particular requirements. The SLP will show the child how to make firm sounds, such as the "r" sound, and may also demonstrate how to move the tongue to make specific sounds.
- **Oral-motor/feeding and swallowing therapy:** The SLP may also take into consideration many oral exercises — comprising facial massage and various tongue, jaw, and lip exercises — to strengthen the muscles of the mouth for eating, swallowing, and drinking. The SLP may also commence distinctive food textures and temperatures to enhance the child's oral awareness at the time of eating and swallowing.

1.10. WHY DO SOME KIDS NEED SPEECH-LANGUAGE THERAPY?

Kids might need speech-language therapy for many reasons, comprising:

- hearing impairments
- weak oral muscles

- cognitive (intellectual, thinking) or other developmental delays
- chronic hoarseness
- autism
- cleft lip or cleft palate
- motor planning problems
- fluency disorders
- articulation problems
- feeding and swallowing disorders
- respiratory problems (breathing disorders)
- traumatic brain injury



Figure 1.6. There are numerous reasons for which kids might need speech-language therapy.

Source: Image by unsplash.com.

Therapy should begin as early as possible. Children who start therapy early (before they are 5 years old) tend to have improved results in comparison to those who begin later (Figure 1.6).

This does not suggest that older kids won't do well in therapy. Their progress might be slower, though, because they are knowledgeable about patterns that are required to be changed.

1.11. SPEECH THERAPY VS. LANGUAGE THERAPY: WHAT'S THE DIFFERENCE?

In case a child has been diagnosed with a speech-language delay, but what does it mean? It is generally seen that speech therapists treat a variety of disorders, and it is imperative to know about the distinction between speech and language disorders in a way to participate fully in your child's treatment.

Speech therapy most commonly comprises therapy to advance articulation and targets how words and sounds are produced. It comprises all components of the vocal tract: the vocal folds (cords), tongue, jaw, teeth, and lips, as well as the hard and soft palates. Therapy often comprises of teaching oral motor placement to address specific speech sounds, but speech therapy also mentions the treatment of voice and fluency disorders.

Language therapy often alienated up expressive language (the potential to use language), and receptive language (the potential to comprehend language) targets vocabulary and the potential to put words together to form sentences. Language therapy may also assist in improving listening skills, the potential to follow verbal directions, and knowing a spoken language. As children grow older, therapy may also treat social communication deficits and disorders in written language and reading comprehension.

Children have unique needs, and it is imperative to comprehend what type of therapy your child needs. A child may not have a speech delay, yet he or she may require support with language skills. Another child may understand language with no struggle, but the battle to produce his or her own words and sentences. Wherever the child needs, the more therapists know, the more effective their involvement in therapy will be.

1.12. HOW SPEECH-LANGUAGE THERAPY WORKS?

In schools, kids may get treatment or therapy for free as a part of their special education. They might start even earlier, through their state's early intervention system. In addition, therapy can also take place in private settings. Speech-language therapy is tailored for a child's specific needs.

Given below are some common skills SLPs work on:

- **Phonological awareness.** To improve this early reading skill, SLPs might focus on rhyming as well as identifying sounds in words.

- **Building vocabulary.** SLPs might aid kids to remember words by acting them out or using them to tell a story.
- **Expressing more complex ideas.** SLPs might teach “joining words” like *and*, *but*, or *because* to help kids combine their ideas in sentences.
- **Conversation skills.** SLPs might role-play conversation and help kids pick up on social cues.
- Parents and caregivers can also help kids practice these exercises at home. This can make speech therapy even more effective and fast.

1.13. TYPES OF SPEECH THERAPY

People can refer to a speech therapist, or more appropriately termed a SLP, for a variety of disorders. An SLP can effectively help in treating problems related to speech, hearing, and swallowing. More specifically an SLP can help assess and treat:

- **Fluency:** stuttering and cluttering.
- **Language:** ability, and comprehension of spoken and written language.
- **Speech:** articulation.
- **Voice:** characteristics of vocal tone.
- **Cognition:** attention, memory, ability to solve problems.
- **Swallowing disorders:** stroke and congenital disorders.
- **Auditory habilitation & auditory rehabilitation:** recovery techniques associated with speech, hearing & language disorders.
- **Other services:** some therapists will specialize in other services including professional voice development, accent or dialect modification, transgender voice, business communication modification, and voice hygiene.

Given below are some of the therapies that an SLP will utilize to treat some of the most common speech-language disorders-

1.13.1. Speech Therapy for Late Talkers

If the infant or toddler should be talking by now but he is not, then he must be referred to a speech therapist. The therapist will likely try different kind of things to encourage the child to talk, including playing with him. At times,

withholding a favorite toy until a child asks for it motivates small children to talk, though this completely depends on the circumstance.

For some of the children, other kinds of communication, such as sign language or picture cards, might also be introduced. Speech therapists may also refer the child for further evaluation, like hearing tests if necessary.

1.13.2. Speech Therapy for Kids with Apraxia

Children dealing with apraxia have difficulty saying some of the syllables or making some of the sounds. Children know what they want to say, but it does not seem to come outright. Speech therapists are highly qualified to assess children for apraxia by using several tests, including:

- Oral-motor assessment- To check for muscle weakness in the lips, jaw, or tongue.
- Speech sound assessment further determines how well the child can pronounce sounds, including vowels, consonants, and sound combinations. This further consists of determining how well others are capable of understanding the conversational speech of the child.
- Melody of speech assessment- During this, the therapist listens to see if they can appropriately stress certain syllables and use pitch and pauses at the appropriate place in a sentence.
- If the child is diagnosed with apraxia, they will probably need speech therapy on a one-on-one basis several times a week. This therapy will likely to be consist of intensively practicing their speech. The therapist will try to help the child understand auditory feedback together with the visual or tactile cues.
- Another way a therapist might do this is to have the child look at themselves in a mirror while speaking, or record them speaking and then playing it back. Many children enjoy this activity a lot.

1.14. SPEECH THERAPY FOR STUTTERING

Stuttering is a kind of problem which typically develops during the phase of childhood, though it can also develop during adulthood. In general, it is considered a type of behavioral problem. Speech therapists will try reaching out to the child needing help or who stutters behavioral modification techniques that eventually may help to control their problem of stuttering.

A common method that can be effectively used on the child is to teach him or her to control the rate of speech as speaking at a fast rate can make stuttering worse for some of the patients. Practicing speech more slowly and fluently can be very significant. It can also be helpful to monitor breathing.

1.15. CONCLUSION

This chapter gives an insight into the treatment for speech and language that is the speech and language therapy, a definition about speech therapy, its roles and functions, how it is useful for children and adults. It also talks about the SLI that is the resonance disorders and its effectiveness, the treatment and persistence of speech and language disorders in children.

It also highlights the factors that influence treatment for speech and language disorders such as the developmental level of the child, agents of change, treatment setting, key properties of speech and language, the knowledge related to the speech and language.

It then provides an overview of the policies and guidelines that influence the provision of speech and language services to children like the IDEA, Medicaid early and periodic screening and diagnosis, ASHA.

As the chapter extends, it throws light on the treatments involved in the speech and language disorders, the language therapies, along with defining the roles of SLPs who provide the therapies to cure speech and language disorders.

Towards the end, it also talks about speech therapy, its various types and the speech therapy used for the treatment of stuttering.

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Role and Techniques of Speech and Language Therapy

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Speech and language therapy plays a critical role by assisting professionals to evaluate and treat a person struggling with particular speech, language, and communication problems and helps them to overcome the barriers imposed by their disabilities to communicate to the best of their potential. There are various techniques to apply this therapy to enable effective communication.

The current chapter discusses the role of speech and language therapy in early intervention highlighting its key primary functions such as prevention, screening, evaluation, assessment etc. Further it discusses the role of speech and language therapy in reading disorders (RDs) as well as in academic institutions. Lastly, it sheds light on the various techniques employed by professionals using this therapy to treat and correct speech disorders.

2.1. INTRODUCTION

The development and acquisition of communication skills via the study of speech and language is a rigorous and powerful procedure. There are numerous underlying yet distinct elements that are essential to this process and that impact a child and the child's interaction with the environment.

The reciprocal and dynamic interplay between biology, experience, and human development converge to influence developmental experiences. Most importantly, the course of development is alterable through provision of early intervention services. The foremost and primary role of speech therapy is to aid the evaluation and diagnosis of communication problems and speech-related disorders and further offer an effective treatment for the same. Speech and language therapy is performed and practiced by speech-language pathologists (SLPs), who are often referred to as speech therapists (Figure 2.1).



Figure 2.1. Role and techniques of speech and language therapy.

Source: Image by unsplash.com.

Speech and language therapy plays a major role in enhancing communication and is often a game-changer in facilitating the process of communication in the learner. Speech and language therapy employs a variety of techniques to intervene and treat speech or language disorders. These include articulation therapy, language intervention activities, and others depending on the type of speech or language disorder.

Speech therapy plays an important role in the diagnosis and correction for speech disorders that develop at the onset of childhood. It also plays a major role to treat speech impairments in adults caused by an injury or illness, such as stroke or brain injury.

Speech-language pathology (or speech and language pathology) is a field of expertise practiced by a clinician known as a SLP or a speech and language therapist, both of whom may be known by the shortened description, speech therapist.

Speech-language pathology is considered [by whom?] a “related health profession” or “allied health profession,” [clarification needed] along with audiology, optometry, occupational therapy, rehabilitation psychology, physical therapy, behavior analysis and others.

SLPs specialize in the evaluation, diagnosis, and treatment of communication disorders (speech and language impairments), cognitive-communication disorders, voice disorders, and swallowing disorders. SLPs also play an important role in the diagnosis and treatment of autism spectrum disorder (often in a team with pediatricians and psychologists).

2.2. ROLE OF SPEECH AND LANGUAGE THERAPY IN EARLY INTERVENTION

Speech and language therapy is a field of expertise and is practiced by a clinician known as SLP or a speech-language therapist. Speech and language therapy plays a critical role in the analysis, detection, prognosis, treatment, and potential cure of communication disorders (speech and language impairments), cognitive-communication disorders, voice disorders, and swallowing disorders. Speech and language therapy also plays a crucial role in the diagnosis and treatment of autism spectrum disorder (often in a team with pediatricians and psychologists).

In-depth empirical research on the subject has shown that early intervention practices in the form of prioritized and specific evaluations, interventions, and treatment programs through speech and language therapy

to broad classes of infants and toddlers with disabilities has brought about positive results.

Speech and language therapy provides a breakthrough platform enabling the provision of early and effective communication interventions for infants and toddlers (birth to age 3 years) and serves as a foundation for the design and provision of services.

Speech and language therapy play an important role in being responsive to family concerns for each child's strengths, needs, and learning styles. An essential component of this therapy is that its application is adaptable to align to each family's culture and unique situation, preferences, resources, and priorities (Figure 2.2).



Figure 2.2. Role of speech and language therapy in early intervention.

Source: Image by unsplash.com.

Speech and language therapy offers services that ‘family-centered’ i.e., it offers a set of beliefs, values, principles, and practices that lend support and strengthen the family's capacity to enhance the child's development and learning. It plays a critical role in providing family-centered services and offers practices that are both centered individually on the child as also on the family, to the extent desired by the family.

Thus, it offers numerous active roles for families in the designing, execution, interpretation, and decision-making in-service delivery. Thus, it plays a major role through its family-centered practices and makes efficient use of time and other resources, creates an intimate relationship between

family and professional decisions and plans, and empowers families in decision making.

Speech and language therapy also plays an important role by offering developmentally supportive services and also in encouraging and maximizing the participation of the children (learner) within their natural environments.

Effective early intervention services and supports are based on theoretical, empirical, and clinical models of child development which assume that the acquisition of communication occurs within a social and cultural framework, and which make use of commonly accepted theories about how individual children learn communication, speech, language, and emergent literacy skills.

Early identification and intervention practices that are developmentally supportive are thought to include active exploration and manipulation of objects, authentic experiences, and interactive participation appropriate to a child's age, cognitive level and style, strengths, interests, and family concerns and priorities.

Early speech and language skills are acquired and used primarily for communicating during social interactions. Therefore, optimal early communication intervention services are provided in natural environments, which offer realistic and authentic learning experiences (i.e., are ecologically valid) and promote successful communication with caregivers. Authentic learning can maximize children's acquisition of functional communication skills and promote generalization of newly mastered behaviors to natural, everyday contexts.

Since speech and language therapy offers services that are comprehensive, coordinated, and team-based, it tends to meet almost all major needs of infants, toddlers, and their families. As part of comprehensive early intervention services, SLPs often play a major role with their specialized knowledge about typical and atypical early development of communication, language, speech, feeding/swallowing, cognition, hearing, emergent literacy, social/emotional behavior, and the use of assistive technology.

A trans- disciplinary model generally consists of some type of "role release" of one professional to another and is sometimes implemented as a primary provider model. In this model, one professional provides primary services to the child across disciplinary lines with other disciplines providing consultation to the primary provider.

The use of trans-disciplinary models with a primary service provider may be appropriate for SLPs. Early intervention is a field with many disciplines represented as practitioners and in which the roles vary according to the needs of the child. Teams benefit from joint professional development and also can enhance each other's knowledge and skills through role extension and role release for specific children and families.

SLPs often work as either the primary providers or consultants in trans-disciplinary models. Through the use of the techniques of speech and language therapy, they serve the role of the primary provider specifically for children when the main needs are: communication or feeding and swallowing.

Speech and language therapy enables the SLP to function as a uniquely qualified professional to provide services to families and their children who are at risk for developing, or who already demonstrate, delays or disabilities in language-related play and symbolic behaviors, communication, language, speech, emergent literacy, and/or feeding and swallowing behavior.

Whilst offering these services, the SLP may participate in the following primary functions:

- prevention;
- screening, evaluation, and assessment;
- planning, implementing, and monitoring intervention;
- consultation with and education of team members, including families and other professionals;
- service coordination;
- transition planning;
- advocacy; and
- awareness and advancement of the knowledge base in early intervention.

2.2.1. Prevention

The main aim of prevention activities is to minimize the risk or diminish the impact of risk factors on a child's development in order to avert problems from cropping up in the future and bring about appropriate conditions for healthy development. SLPs play a critical role in the deterring communication disorders, especially in the field of early intervention.

SLPs also play a variety of other roles such as helping young children avoid or tackle the onset of communication problems (“primary prevention”) by, for example, encouraging positive communication interactions between children and caregivers. They also play an important role in the initial detection of delays or deficits by participating in child-find and screening programs, thereby effectively reducing or terminating the effects of a disorder (“secondary prevention”).

Speech and language therapy also offers to compensate for a pre-existing problem by offering early intervention services and thus help in preventing future difficulties (“tertiary prevention”).

2.2.2. Screening, Evaluation, and Assessment

Screening for communication needs in infants and toddlers is a process wherein the aim is to recognize the young children at risk in order to undertake an assessment so as to indicate and prove eligibility, and carry out a more detailed evaluation in order to establish an intervention program.

The foremost aim of screening is to ascertain and decide whether or not a particular child is likely to show deficits in communication development. The Individuals with Disabilities Education Act (IDEA) in the year 2004 stated clearly that it distinguishes between the terms evaluation and assessment.

Evaluation refers to procedures that determine a child’s initial and continuing eligibility for early intervention services and includes identification of the child’s current level of functioning across cognitive, physical (including vision and hearing), communication, social/emotional, and adaptive development.

On the contrary, assessment refers to the ongoing process of describing the child’s needs; the family’s concerns, priorities, and resources related to the development of the child; and the nature and extent of the early intervention services required to meet the needs of the child and family.

IDEA in the year 2004 also specified that both evaluation and assessment should be established on a number of measures that include informed clinical opinion. The roles of SLPs in evaluation and assessment generally include the measurement and description of communication and related behaviors, such as feeding and swallowing, sharing observations on other developmental domains, and assisting in the decision-making process related to diagnosis, eligibility determination, and planning next steps for the child and family.

The successful implementation of the processes of screening, evaluation, and assessment are achieved by conducting a variety of activities and undertaking various measures such as standardized tests and questionnaire formats, interviews, criterion-referenced probes, dynamic procedures such as diagnostic teaching, and observational methods.

It also involves gathering information through direct interactions with the child as also through various indirect means i.e., parent interviews and report forms, and from observation of the child in natural activities with familiar caregivers.

Federal guidelines put forward strong recommendations emphasizing clearly that dependence on any single tool will not be sufficient or appropriate for either evaluation or assessment. Therefore, in order to attain success in both the above – mentioned processes it is needed to employ a vast range of tools in varied contexts.

Moreover, eligibility decisions may not necessarily rely solely on the use of standardized measures. On the contrary, these decisions are also to be formed on thorough clinical opinion that is derived from multiple sources of information gathered in multiple contexts.

2.2.3. Planning, Implementing, and Monitoring Intervention

After it is coherently established that a child is at risk for or has a communication deficit, the members of the early intervention team (e.g., family, SLP, pediatrician, early childhood special educator, audiologist, physical therapist, occupational therapist, home trainer, child care provider) develop a plan for services and supports (i.e., the IFSP or an equivalent) that includes intervention outcomes, approaches, methods, and settings.

The plan thus formulated will be built in accordance with the information gathered from the multidisciplinary assessment regarding overall concerns, priorities, and resources of the family. It will be further combined with the SLP's analysis (and the team's observations) of the child's communication, language, speech, hearing, and feeding/swallowing behavior.

- **Service delivery models:** The main goal of early intervention provided by SLPs is to effectively raise the child's ability to communicate to its maximum capacity, and to further strengthen the family's potential to support their child's development. The preference of a service delivery model will vary in each case and will be based on the particular needs of individual children and their families or caregivers.

Service delivery models in early intervention differ along the dimensions of location and types, both of which influence the roles of the SLP and other team members in the provision of services. Historically, the location for early intervention service delivery has been in the home, center (e.g., special classroom, preschool, or child care center), or clinic.

Recent federal legislation requires that early intervention services and supports be provided to the maximum extent appropriate in natural environments, including the home and community settings in which children without disabilities participate (IDEA 2004).

There is a wide range of the types of service delivery models in early intervention ranging from the traditional, one-to-one, direct clinical model (i.e., pull-out) to more indirect collaborative approaches. Consultative and collaborative models are intimately linked to inclusive practices. They suggest that the delivery of services takes place within the natural environments, and lays major emphasis on functional communication during the child and family's natural daily activities and routines.

These models prioritize the gradual transition of laying focus on the child through a direct or "hands-on" service delivery to a more inclusive model that involves not just the child, but also the family, caregivers, and the SLP in a collective role. It is a more synergized model as it includes more resources for service delivery.

Currently, the research about service delivery models in early intervention is in its nascent stage and is still in its emerging phase. Therefore, certain of its practices may be based more on policy and professional and family preferences than on established theories or research.

Furthermore, service delivery utilization studies and state-reported data indicate general adherence to standardized models such as weekly home visits or half-day classroom programs without individualization for child and family characteristics. These facts call for a larger requirement of more flexibility in program implementation combined with higher research on the efficacy of various service delivery systems.

- **Intervention approaches and strategies:** The last 15 years have witnessed a major spurt in the support and general popularity of intervention occurring within the child's and family's practical and purposeful regimen and experiences dispersed over the course of a day as opposed to rigid activities planned and executed activities stringently.

This shift away from traditional, clinical models for services for young children and their families is aligned with the federal mandate to provide services in natural environments and is responsive to the success of parent-implemented interventions.

The use of routines and everyday activities as a context for embedded instruction involves:

- identifying the sources of learning opportunities occurring regularly in family and community life;
- selecting, with the parents and caregivers, desired participation and desired communication by the child in the routines;
- mapping motivating aspects and the child's interests within the routines; and
- identifying facilitative techniques that will be used to maximize the learning opportunity.

Organization of the ever-expanding research base on effective intervention approaches and strategies in early intervention is challenging for a variety of reasons. The focus of intervention may be the parent or caregiver, the child, the dyadic interaction, the environment, or combinations of these factors.

The agent of the intervention may be the SLP, another team member, a family member or peer, or varying combinations. The intervention could be carried out in small or large groups, individual or massed, or distributed opportunities throughout the day.

Although most of the factual and experimental data gathered till date is based on preschoolers rather than infants and toddlers, and the quality and preponderance of the evidence are lacking for some intervention practices. In spite of this major hindrance, it is found that, there are intervention approaches and strategies that have proved to be useful for the SLP and team to consider that can be utilized by both professionals as well as parents in both home and community settings for young children with a variety of disabilities.

Strategies which have proven to be effective with positive outcomes are categorized into three groups: responsive interaction, directive interaction, and blended. Responsive approaches consist of the following: the child's lead, acknowledging, and responding to the child's verbal and nonverbal initiations with natural consequences, providing practical and significant

feedback, and bolstering and broadening the child's utterances with models slightly in advance of the child's current potential within typical and developmentally suitable routines and activities.

Responsive interaction approaches find their roots in observational learning and commonly include models of the target communication behavior and do necessitate or obligate the child to respond.

Various other specific techniques are also employed, such as, expansions, extensions, recasts, self-talk, and parallel talk, and build-ups and breakdowns.

Directive interaction strategies consist of a detailed collection of teaching strategies that include behavioral principles and the systematic use of logically occurring antecedents and consequences within the teaching paradigm.

Blended approaches, subsumed under the rubric of naturalistic, contemporary behavioral, blended, combination, or hybrid intervention approaches, have evolved from the observation that didactic strategies, while effective in developing new behaviors in structured settings, frequently fail to generalize to more functional and interactive environments.

The practice of imparting teaching within natural environments by employing strategies deeply rooted in the core behavioral teaching procedures has been expanded to include strategies for modeling language and responding to children's communication that basically stem from a social interactionist perspective based on the studies of mother-child interaction.

The core instructional strategies are mostly similar to those used in direct teaching e.g., prompting, reinforcement, time delay, shaping, fading. However, certain other strategies that come from a social interactionist perspective e.g., modeling without prompting imitation, expansions, recasts, responsive communication, may also be included. Naturalistic language interventions are also often employed as the primary intervention; as an addition to direct teaching, or as a generalization promotion strategy.

- **Monitoring intervention:** It is often observed that since young children experience changes in short spans of time, their families tend to respond differently to their children during the various stages of development, there is a greater need for structured and standardized plans for the regular evaluation of progress.

The three broad purposes of monitoring are to:

- Validate the conclusions from the initial evaluation/assessment;
- Develop a record of progress over time; and

- Determine whether and how to modify or revise intervention plans.

Thus, the evaluation/assessment and intervention processes are an amalgamation of different processes of service delivery. Monitoring focuses on attention to both the child's individual family service plan (IFSP) as well as other characteristics of the child's development and behaviors, such as participation in routines, play, social interactions, and problem behaviors, to determine appropriate goals in these areas.

A careful scrutiny of the levels of engagement in early care and other education programs of the child in activities also helps to determine the requirement of any major or minor changes in the classroom environment.

2.2.4. Consultation with and Education of Team Members, Including Families and other Professionals

Speech and language therapy enables SLPs to build a significant alliance with team members, including the family and other caregivers, and other agencies and professionals for the delivery of early intervention services and supports.

The SLP is an indispensable part of the early intervention team, and is certified to offer support to a family struggling to enhance their child's communication development through consultation and education.

Young children are found to grasp better and quicker through familiar, natural activities, it is crucial for the SLP to supplement information that promotes the parents' and/or other caregivers' abilities to implement communication-enhancing strategies during those everyday routines, thereby generating more scope and possibilities for learning and voluntary involvement of the child.

Certain cases require the urgent need of either a direct or an indirect consultant. In such a situation, the role of the SLP is to work at building an association with both parents and other professionals to include language stimulation within other activities being addressed in the child's program.

The role of the consulting SLP also requires them to furnish information and lend assistance to the parent and/or professional concerning the practicality and mechanism for providing indirect language stimulation, during a range of activities and routines.

The SLP will continue to consult directly with the family and professional to monitor progress, and participate in development or revision

of intervention plans. The indirect consultant role, while flexible to meet the child and family needs, is ongoing to ensure progress and appropriate implementation of the chosen strategies.

2.2.5. Service Coordination

Service coordination is mandated under IDEA 2004 Part C and is defined as an active, ongoing process that assists and enables families to access services and ensures their rights and procedural safeguards. It is provided at no cost to families.

The service coordinator is responsible for ensuring that every child and family receives a multidisciplinary evaluation and assessment, an IFSP, delivery of services in natural environments, and coordination of services. The SLP, as a member of the IFSP team, may in some instances assume these functions and therefore needs an understanding of the roles and responsibilities of the service coordinator.

2.2.6. Transition Planning

A major goal of IDEA 2004 is to ensure a seamless transition process for families moving from one program to another as well as timely access to appropriate services. To this end, it is stipulated that there be a transition plan, that representatives of the sending and receiving programs take part, and that families play an active role.

Although there are several types of transitions, including hospital to community-based programs, home-based to center-based programs, provider to provider, and early intervention to community-based preschool, the most dramatic transition occurs when the child moves from Part C early intervention to Part B school-based services, typically at age 3.

In this latter transition, a range of options exists, and the SLP will offer the level of assistance to families and team members appropriate for their particular role with that family.

2.2.7. Advocacy

Advocacy activities and products that raise awareness about the importance of early intervention are essential, and SLPs have a responsibility to play a part in this process. Mechanisms include working with other professionals; writing and editing textbooks, articles for consumer use and reference, and other resource materials to provide up-to-date and accurate developmental

information; involvement in local, state, and national efforts to influence public policy; and development and dissemination of information to families, health care professionals, and others involved in the care of young children.

2.2.8. Awareness and Advancement of the Knowledge Base in Early Intervention

Continued experimental and clinical research is needed to obtain information and insight into several areas, including identification of risk factors, clarification of the interactions between risk and resilience factors that affect the likelihood or severity of early communication difficulties, development, and refinement of identification methods to increase the accuracy of detecting children in need of services, development, and refinement of interventions to prevent and treat developmental communication difficulties, and scientifically sound studies to demonstrate the efficacy and effectiveness of current intervention approaches and collaborative models of service delivery.

Further, all those invested in enhancing the early intervention services delivered to young children and their families have a responsibility to be aware of and advance the knowledge base in early intervention. These stakeholders include preservice programs and higher education faculty, students, in-service providers, practicing clinicians, researchers, policy makers, and consumers.

2.3. ROLE OF SPEECH AND LANGUAGE THERAPY IN LANGUAGE-BASED LEARNING DIFFICULTIES OR READING DISORDERS

Language-based learning disabilities are often the stumbling blocks that pose in front of age-appropriate reading, spelling, and/or writing. Although, most people diagnosed with learning disabilities have average to superior intelligence yet, it is a lifelong condition and not an illness as such, although it may be accompanied by physical, psychological, and psychiatric illness and disability. The term encircles a broad range of conditions and varied levels of severity. Most people with learning disabilities can be integrated into, and are capable of offering a positive contribution to a wider society.

Speech and language therapy plays an important role in aiding those suffering from learning disabilities as it focuses on an individual's attention

and listening, comprehension or expression, speech sounds, communication, social communication or voice problems. SLPs have been engaged actively in the assessment and intervention processes of language disorders, especially concerning the child population (Figure 2.3).



Figure 2.3. Role of speech and language therapy in language-based learning difficulties or reading disorders.

Source: Image by unsplash.com.

Reading disorders (RDs) are a major cause of worry in schools, during both, the early stages of literacy instruction and further years of schooling, and are often found to be the major reason for referral to speech-language therapists for clinical intervention. There are many instances where the reading process may be impaired. Research suggests that a number of language disorders are found to have an impact on the reading and writing skills. Furthermore, there is clear evidence both, from research and clinical practice that demonstrates that reading disabilities are language-based.

It has also been found that due to the reading and writing complexity, many other primary conditions such as intellectual, auditory, and visual deficits do influence how written language develops and students with these deficits need special attention to this process.

A speech-language therapist is the professional who engages in clinical services, prevention, advocacy, education, administration, and research

in the areas of communication and swallowing across the life span from infancy through geriatrics.

The professional roles and activities in speech-language pathology include clinical/educational services (diagnosis, assessment, planning, and treatment), prevention, and advocacy, and education, administration, and research. Speech-language therapy successfully addresses the underlying language deficits as well on the specific comprehension strategies.

Thus, it is established that in such instances that impact reading development, the participation of SLPs is essential, if not mandatory. The following section provides a detailed description of their role as a clinician in the prevention of RDs.

2.3.1. The Role of Speech-Language Pathology on Prevention of Reading Disorders

Precursors of reading could be stimulated since the early years of development. Activities that emphasize the use of language games, rhymes, and children's music, storytelling, poetry, as well as shared book reading should be repeatedly used. In the school setting, kindergarten teachers are advised to work on children's attention for speech sounds and phonological representations as per speech and language therapies.

A study has shown that the promotion of specific activities that enable the development of phonological awareness skills is effective method even if implemented for a short duration. Another study concluded that the stimulation of phonological awareness skills should be part of preschool activities since they are essential for later success in reading acquisition.

Because of the genetic basis for dyslexia, pre-reading children may receive early intervention to prevent severe manifestations in RDs later on. In an interesting prevention study, children at risk received a 14-week training in phonemic awareness and letter-sound relationships in the context of reading instruction.

Families at home performed the training (e.g., a computer-based training). The results showed immediate improvements for both skills trained; however, the effects did not last for long. The authors concluded that in order to promote long term benefits, the training activities should be delivered both at home and school.

The SLP plays an important role throughout the entire process of school learning, not only when the developmental disorder is already in place. Children at risk for RDs should be a major concern of speech-language therapists in order to create favorable conditions for improving language skills and cognitive abilities, consequently an adequate school performance.

2.3.2. The Role of Speech-Language Pathology on the Assessment and Identification of Reading Disorders

To be successful at both reading and writing activities it is essential to possess several specialized skills. It has been discussed earlier that oral language development is essential for learning to read and all levels of language processing are involved; for instance, phonology, morphology, syntax, semantics, and pragmatics. A careful assessment of RDs must include cognitive functions such as memory and attention tasks.

In the early stages of decoding, amongst all the other skills, phonological processing skills and phonological awareness; an essential ability for reading and spelling are touted to be the most essential. Ample amount of evidence through research and literature indicates that phonological awareness skills are positively related to a good performance in reading.

In instances where phonological awareness shows some deficits, reading, and writing may fail, irrespective of the writing system to which the child is exposed (alphabetic, syllabic, or ideographic writing system). However, some studies showed that the consistency of each alphabetic orthography (e.g., regularity of the phoneme-grapheme correspondences) may determine which level of reading and writing is most affected by poor phonological awareness skills.

All of the above situations are pertinent to the conclusion that these skills need constant and ample assessment since poor phonological awareness is correlated to RDs and is also one of its foremost indicators.

Speech and language therapy enables SLPs or clinicians to undertake a thorough assessment of phonological processing skills. As this therapy enables SLPs to possess a sound and accurate knowledge of the phonemic/phonological aspect of language, it is possible for SLPs to be able to choose an efficient linguistic based instrument for assessment, as well, to be able to interpret the results. Comprehension difficulties are also found to be largely dependent on the development of language skills, specifically vocabulary, morphology, and pragmatics.

Even if a child has resolved his or her oral language deficits, it is possible that whenever the complexity of reading material increases, comprehension fails. Speech-language assessment should investigate not only basic language skills, but also higher-level language knowledge that is used for a more complex task of reading comprehension.

Depending on the country, professional education of health and education practitioners has very limited language-related disciplines, on their professional training years. However, that is not the case for speech-language therapist training career.

The revised International Association of Logopedics and Phoniatrics (IALP) education guidelines states that “the study of logopedics is highly dependent (or reliant) on supporting disciplines of psychology and linguistics, behavioral sciences and biomedical sciences. The program should cover the main context of supporting disciplines.”

Among these disciplines, linguistics is fundamental for speech language professional training, as the document affirms: “Language acquisition, sociolinguistics, multilingualism, phonetics, acoustics are relevant to linguistic sciences.

The study should include the production and classification of speech sounds, phonology, syntax, semantics, lexicons, discourse, and pragmatics, with practical work in data collection, transcription, measurement, and analysis (including qualitative analysis of oral as well as written language. It should also include discourse analysis, especially in relation to disordered speech and language).”

Brazil and many other nations, have made the SLP an integral part of the multidisciplinary team that caters to the correction and diagnosis of specific learning disability such as dyslexia and many other neuro developmental disorders that have a severe impact on reading and writing.

2.3.3. The Role of Speech-Language Pathology on the Intervention of Reading Disorders

Scientific evidence strongly suggests clinical interventions of RDs by speech-language therapists as a positive solution to this problem. Intervention typically covers a range of methods such as decoding and coding at the word level to improve reading and spelling accuracy, fluency, and prosody, as well text comprehension and writing.

Once a diagnosis of specific learning disorder, dyslexia, is established, proper instruction and intervention should be offered by a team that includes educators, educational psychologists, and speech-language therapists.

The national joint committee on learning disabilities has published some guidelines for an intervention program for children and adolescents with RDs related to learning disabilities based on a specially designed instruction, core instruction and interventions within a multi-tiered system of supports (MTSS) for educators developing, improving, and maintaining systems of support for all students.

As described in these guidelines, “intensive intervention should be implemented by general education teachers, special educators, school-based team members and professional support staff who have deep content knowledge and expertise implementing the evidence-based interventions.”

2.3.4. The Role of Speech-Language Therapy on the Educational Advice for Learning Strategies for Reading Disorders

Public policies on special education needs have benefitted to a great extent through all the multidisciplinary discussions. It has resulted in the recognition of SLP as a profession that has been vociferously active in advocating and garnering support for better policies for learning disabilities and other communication disorders. Several countries have specific legislation that warrant specialized support and accommodations in schools or universities for those neurodevelopmental disorders. Such strategies may include:

- Allowing audio recording the class content for later transcription;
- Restricting to minimum the amount of written material in slides; and
- Providing extra time for exams.

Adolescents with specific learning disorder, and/or attention-deficit/hyperactivity disorder may also experience significant struggles during high school and postsecondary education. Even if they have had effective interventions and treatment, it is in the academic setting that the difficulties appear more intensively and they may seldom need support.

An interesting study in Finland reported that environmental protective factors such as high levels of peer acceptance and positive teacher affect, uniquely predicted students' improved reading fluency in grade 4, after controlling for the risk to have RDs, nonverbal ability, level of parental education, and gender.

This evidence once again upholds and reaffirms the dire need for teacher training to support learning disabilities children throughout schooling. A number of specialists but specially SLPs are trained and certified to guide school teachers and families on strategies and methods to promote effective learning for children, adolescents, and adults with specific learning disorders, for example, dyslexia.

Certain studies that aimed at characterizing dyslexia in adults show that cognitive and linguistics deficits persist in adulthood, however they have different manifestation. The most commonly altered components of reading skills in adults with dyslexia are reading fluency and reading accuracy. Considering these specific characteristics in adults, a reading specialist should participate in the counseling for intervention and adaptations during high school and continuing education.

According to the “Guide for school and universities about students with dyslexia and other learning disorders,” the accommodations for dyslexics in school in Brazil may be divided in five categories: allow extra time for exams and note taking, tasks development, context, answers, content presentation.

It is up to the specialist (e.g., speech-language therapist) to analyze the linguistic and cognitive profile and after that, to propose accommodations, which may have a greater impact for the moment. The accommodation related to time, is of great importance for these individuals since activities of reading and writing demands a greater cognitive demand, and in consequence, takes considerably more time to accomplish.

Furthermore, a situation demanding a more prominent need for a greater number of revisions before handling in an exam or paper. Therefore, suggestion of extra time not only should be applied for evaluations and exams, but also for deadline for papers and projects, and borrowing books from the library. Certain adjustments in regular school activities can also broaden the scope for learning, for example, recording the class content during the class and avoiding activities that require copying.

It is also possible to suggest some accommodations in relation to the answers given by the students in all school activities. These individuals with reading and writing difficulties should be able to choose to give oral answers instead of by written form. In some cases, when the SLPs indicate a low rate for writing, a scribe could be requested to register the answers in and exam.

Finally, adjusting the form and organization of content presentation is a very important accommodation for students with learning disabilities. Regarding the format, audio books, videos, oral instructions, written

materials with larger letters, smaller amount of text per page, and visual facilitators (drawings, diagrams, and different colors) can be offered.

Regarding the organization, it is suggested to show clearly the objective and new concepts of each class, providing the student with a summary of the main ideas at the end of the lesson. Avoid very long phrases and instructions. Fragmenting tasks into smaller parts, encourage content review. In sum, the SLP may help to establish a program of multisensory strategies that involve hearing, vision, and action.

Groundbreaking advancements in psycholinguistics, cognitive psychology, and neurosciences have contributed sufficient amount of strong scientific evidence thereby proving the role language skills play in the process of developing the skills of reading and writing. Therefore, it can be easily established that speech-language therapists play an indispensable role in the prevention, assessment, and intervention of RDs.

2.4. ROLE OF SPEECH AND LANGUAGE THERAPY IN SCHOOLS

There have been major transformations in school-based speech-language therapy services over the past few decades majorly due to the innumerable legislative, regulatory, societal, and professional factors. Moreover, other factors such as fiscal constraints and detailed and intensive paperwork have posed greater challenges ahead of it to provide effective services.

The following section discusses in detail the corresponding changes in the development and management of the school-based speech-language pathology program for offering the necessary speech and language services.

“Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.” (U. S. Congress, 1997).

It is a well-known fact that contemporary trends and challenges in any society influence and impact the role of SLPs. Success at education results in a productive society as all individuals are engaged in productive activities.

Language is the foundation for learning within all academic subjects. School-based speech-language therapists render support and assistance to

students with the aim of making the maximum use of their communication skills to support learning (Figure 2.4).



Figure 2.4. Role of speech and language therapy in schools.

Source: Image by unsplash.com.

The school-based speech-language therapist's goal is to remediate, ameliorate, or alleviate student communication problems within the educational environment. A student-centered focus drives team decision-making. Comprehensive assessment and thorough evaluation provide information for appropriate eligibility, intervention, and dismissal decisions. Timely intervention targets on the student's capabilities, rather than disabilities. Intervention plans are consistent with current research and practice.

SLPs are highly skilled and professionally trained to prevent, screen, identify, assess, diagnose, refer, and provide intervention for, and counsel persons with, or who are at risk for, articulation, fluency, voice, language, communication, swallowing, and related disabilities. In addition to engaging in activities to reduce or prevent communication disabilities, SLPs also counsel and educate families or professionals about these disorders and their management (ASHA, 1996c).

School-based speech-language therapists lay the spotlight on all three aspects of a student's communication needs: impairment, disability, and handicap. The school-based speech-language therapist:

- Prevents, corrects, ameliorates, or alleviates articulation, fluency, voice, and language impairments;
- Reduces communication and swallowing disabilities (the functional consequences of the impairment); and
- Lessens the handicap (the social consequences of the impairment or disability).

Ultimately, the school-based SLP's purpose in addressing communication and related disorders is to effect functional and measurable change (s) in a student's communication status so that the student may participate as fully as possible in all aspects of life—educational, social, and vocational (ASHA, 1997e).

2.4.1. Historical Background

The roles and responsibilities of school-based SLPs have changed over the years in response to legislative, regulatory, societal, and professional influences. Traditional role school-based speech-language programs have a long history. Records indicate that in 1910 the Chicago public schools were the first schools to hire “speech correction teachers” (Darley, 1961).

In the 1950s, SLPs who worked in a school setting, formerly referred to as “speech creationists,” “speech specialists,” or “speech teachers,” worked primarily with elementary school children who had mild to moderate speech impairments in the areas of articulation, fluency, and voice. Later, with increased knowledge about language development, the “speech therapist” developed skills in identifying and remediating language disorders, thereby expanding the range of the profession (Van Hattum, 1982).

Students were typically treated in large groups, contributing to caseload sizes that in most situations significantly exceeded those of today. The speech-language therapist often applied a medical/clinical perspective and technique while helping students with communication impairments.

With this approach the student's problems were diagnosed, developmental tasks were prescribed, clinical materials were used for treatment, and the individual was treated until the pathology was “corrected.” All of this was most often conducted by pulling students out of the classroom to receive services within a separate therapy resource room. The emphasis was on correcting the specific speech or language impairment.

Today's school-based SLPs serve students who have complex communication disorders, many of which require intensive, long-term

interventions. Many school speech and language caseloads consist of students with a wide range of disabilities and diverse education needs.

According to the twentieth annual report to congress on the implementation of IDEA, students with speech or language impairments are the second largest category of students served (20.2%) after specific learning disabilities (51.2%) (U.S. Department of Education, 1998).

SLPs also provide services to students with related disability categories—including mental retardation; emotional disturbance; multiple disabilities; hearing, orthopedic, visual, or other health impairments; autism; deaf-blindness; and traumatic brain injury.

Contemporary speech-language therapists are not just responsible for providing an assessment and intervention for students identified as having communication disorders, they also may also be required to suggest environmental modifications or strategies for communication behaviors of children who have not been identified as being eligible for special education or related services.

The core roles and responsibilities of school-based speech-language therapists include the concepts of prevention, identification, pre-referral, screening, referral, assessment, evaluation, eligibility determination, caseload management, intervention, counseling, re-evaluation, transition, supervision, documentation, and accountability.

The SLP's knowledge of normal versus disordered communication is valuable in:

- distinguishing language differences from disorders for bilingual students;
- promoting understanding of social dialects for students from culturally and linguistically diverse populations; and
- evaluating students with cognitive, sensory, neurological, orthopedic, or other health impairments who may also have communication disorders. The speech-language therapist's knowledge is an added advantage to the education team in the process of formulating teaching strategies to develop and upgrade literacy or social and behavioral communication skills for all students.

Increased participation in additional professional opportunities is of paramount importance to the integrity of school-based speech-language therapy programs. These opportunities include community and professional partnerships, leadership initiatives, and advocacy efforts.

2.5. TECHNIQUES OF SPEECH AND LANGUAGE THERAPY

The following techniques are employed while aiming to implement speech and language therapy:

2.5.1. Articulation Therapy

Articulation therapy is unique as it focuses specifically on speech sound disorders, historically known as articulation and phonological disorders. Speech sound disorders is an umbrella term referring to any difficulty or combination of difficulties with perception, motor production, or phonological representation of speech sounds and speech segments—including phonotactic rules governing permissible speech sound sequences in a language.

Speech sound disorders can be organic or functional in nature. Organic speech sound disorders result from an underlying motor/neurological, structural, or sensory/perceptual cause. Functional speech sound disorders are idiopathic—they have no known cause.

when employing this technique, therapists will focus on helping the patient produce certain sounds and articulate different parts of speech correctly. This type of speech therapy is used to help with many problems that arise as a consequence of injury, illness, or delays.

Historically, treatments that focus on motor production of speech sounds are called articulation approaches; treatments that focus on the linguistic aspects of speech production are called phonological/language-based approaches.

Articulation approaches target each sound deviation and are often selected by the clinician when the child's errors are assumed to be motor based; the aim is correct production of the target sound (s) (Figure 2.5).



Figure 2.5. Techniques of speech and language therapy: Articulation therapy.

Source: Image by unsplash.com.

Phonological/language-based approaches target a group of sounds with similar error patterns, although the actual treatment of exemplars of the error pattern may target individual sounds. Phonological approaches are often selected in an effort to help the child internalize phonological rules and generalize these rules to other sounds within the pattern (e.g., final consonant deletion, cluster reduction).

Articulation and phonological/language-based approaches might both be used in therapy with the same individual at different times or for different reasons.

Both approaches for the treatment of speech sound disorders typically involve the following sequence of steps:

- **Establishment:** eliciting target sounds and stabilizing production on a voluntary level.
- **Generalization:** facilitating carry-over of sound productions at increasingly challenging levels (e.g., syllables, words, phrases/sentences, conversational speaking).
- **Maintenance:** stabilizing target sound production and making it more automatic; encouraging self-monitoring of speech and self-correction of errors.

2.5.2. Language Intervention Therapy

Language intervention therapy is often used to help the patient develop new speech abilities. This technique is preferred largely while treating children who show signs of speech delays as well as in adults who require encouragement to help with their language abilities. It is an informal and less rigid approach to speech and language therapy as it primarily aims to assist the patient in correcting their pronunciation of the words.

2.5.3. Oral Motor Therapy

Oral motor therapy involves certain specific exercise regimen. The main aim of this therapy is to exercise and strengthen the muscles within and surrounding the mouth to bring about a certain control or hold over speech. Though this therapy has proven to be helpful to those patients who exhibit delays in speech, it is most commonly used amongst patients who have suffered a physical injury or ailment that has rendered them incapable of speaking with clarity.

2.5.4. VitalStim Therapy

VitalStim therapy is a unique and specially designed therapy that helps patients to retrieve their ability to swallow independently. It is specifically employed in patients who suffer from dysphagia, for instance when certain patients suffer from medical conditions such as a stroke, they may develop an inability to swallow.

Sufferers of dysphagia generally experience some amount of trouble while eating, drinking, and speaking, but VitalStim therapy can work in tandem with other therapies to help patients regain the ability to swallow. It makes use of electrical stimulation along the neck combined with other exercises and helps in bringing about a speedy recovery for the patient (Figure 2.6).



Figure 2.6. Techniques of speech and language therapy: VitalStim therapy.

Source: Image by unsplash.com.

2.5.5. LSVT

LSVT, or Lee Silverman speech therapy, is an extensive and exhaustive treatment aimed at improving the speech of patients. This therapy addresses the various aspects of speech such as volume, articulation, and respiratory ability.

LSVT is found to be effective in not just expanding the speech ability but has also shown to assist with swallowing, articulation, and improved facial expression. The distinctive feature of this therapy is that it works to strengthen the laryngeal muscles to improve vocal control.

2.6. CONCLUSION

Speech and language therapy plays a major role in the assessment, diagnosis, and treatment of a person with specific speech, language, and communication problems to empower them to communicate to their fullest potential. It indeed plays a life-changing role in the treatment of children and adults who suffer from difficulties with communication, eating, swallowing. Speech and language therapy enables professionals to work across different academic institutions as well as in healthcare settings with differing roles and responsibilities.

In many settings, SLPs often work as part of a collaborative, interdisciplinary team, which may include teachers, physicians, audiologists, psychologists, social workers, physical, and occupational therapists, and rehabilitation counselors. They employ different techniques to evaluate, diagnose, and treat disorders of the speech as well as provide training and education to families, caregivers, and work in collaboration with various other professionals to bring about an effective change in those suffering from the disorders.

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Chapter

3

Assessment in Speech and Language

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In this chapter assessment in speech and language has been discussed in detail. The speech and language evaluation discussed in detail. The assessment of language disorders in school age children has also been discussed in this chapter.

The specific parameters for assessment has also been discussed. In this chapter, there is also discussion about formal and informal assessment measures.

3.1. INTRODUCTION

The developmental delay, such as a speech or language issue, is one of the most prevalent challenges in childhood. If it is unknown what the difficulties are due to, then they are classified as ‘primary’ difficulties. If they are caused by another condition, like autism, hearing impairment, general developmental issues, behavioral or emotional issues, or neurological issues, they are classified as ‘secondary’ difficulties (Stark 1981; Plante 1998).

This is not to say that there are not children with either a primary speech impairment, but who do not have a language disorder, and vice versa. Furthermore, therapies in both circumstances have many things in common, such as making an effort to focus on specific components of the language system while identifying the common basic processes like attention and listening. As a result, in both research and intervention, it is extremely difficult to tell separate speech and language impairments.

The total number of children who might be afflicted with speech and language challenges is estimated to be about 5% to 8% of the total population (Boyle 1996; Tomblin 1997), with primary speech and language impairments being a large fraction of this group.

The appearance of main speech and language impairments can vary significantly amongst people with respect to severity, pattern of impairment, and the extent of comorbidity (Bishop, 1997). Some recent controversies have challenged how ‘specific’ these challenges are with regard to speech and language, nonetheless, this difference between primary and secondary challenges is therapeutically relevant and is regularly documented in the literature (Bishop 1997; Leonard 2014; Reilly 2014).

However, because of the complex presentation, there are disagreements over terms for disorders of speech and language, which do not have an established diagnostic label. To error is human, but human error should not cause concern.

In the newest edition of the diagnostic and statistical manual of mental disorders (DSM-5 2013), the term language disorder has been determined to be problematical, as it defines a far too broad spectrum of disorders (Bishop 2014). While several terms are in general usage, specific language impairment (SLI) is currently the most widely applied word because it describes the idiopathic nature of the disorder.

Even while this word is problematic in that it suggests that there are just specific language challenges, there are also many more challenges than only those linked to language. Disagreements concerning terminology impedes research and clinical procedures as well as service access, and a wide range of diverse terminologies are expected across the literature. For the current review, however, speech, and language disorders will be referred to as speech and language disorders in order to recognize the possibility that children may have impairment in both domains.

The disorder can present itself in a number of ways, with speech or language being only one of the many possibilities. These include phonology or the way the child forms sounds, vocabulary or the words the child is able to use, grammar-the manner in which language is constructed, morphology-changes to words that convey aspects of tense, number, etc., narrative skills-the ability to tell a story sequentially, and pragmatic language-the ability to comprehend the intentions of others and communicate effectively in conversation. Cases for which the current review is relevant are widely divided between a language outcome, in which phonology is the separate outcome, and other areas, which are categorized as language but not as phonology.

There is debate on whether primary speech and/or language problems constitute a variety of separate conditions with various etiologies and common presenting patterns, or if they are one unified condition with many causes and varying presentations (Law 1998; Tomblin 2004). The research on the etiology of primary speech and language disorders has produced little agreement on the root cause, but it is supported by a significant amount of research that describes associated risk factors, including birth complications like being born small for gestational age, and motor skill deficits (Hill, 2001). Recent studies show a growing body of data supporting the assumption that speech and/or language issues (SLI Consortium 2004; Bishop 2006) have a hereditary basis; research indicates that this association is much stronger for expressive language difficulties than receptive language difficulties (Kovas 2005).

Issues still remain surrounding the subject of environmental factors and their role in influencing the development of primary disorders. Some, such as socioeconomic status and maternal education, are considered to be distal influences or influencers which affect other people, while others, such as parent-child and peer-peer interactions and relationships, are referred to as proximal influences which directly affect the person or mediators. Twin studies thus far have shown that both heredity and environment play an increasingly strong role as the child progresses through primary school, especially for those with fewer social disadvantages, but that environmental factors also have a noticeable effect in the early years.

In addition, children who suffer from distinct linguistic difficulties also tend to begin exhibiting these difficulties at a young age and continue into their schooling years (Bradbury 2015). It is likely that these risk factors contribute to increasing the severity of the presenting condition and are relevant when it comes to access to educational and therapeutic resources.

Problems with the primary speech and language are usually not immediately apparent, but they can have significant repercussions in the short and long term for the kid and the parent or caregiver. The results of these studies have indicated that these practices could hinder a student's educational advancement (Aram 1984; Baker 1987; Bishop 1990; Catts 1993; Tallal 1997). According to reports, every class of 30 learners will have two or more students who will be severely hampered by language disorder, which will hold back their academic progress (Norbury, 2016).

Disorders or problems frequently associated with mental health issues include social, emotional, and behavioral issues (Huntley 1988; Rice 1991; Rutter 1992; Stothard 1998; Cohen 2000; Conti-Ramsden 2004), as well as difficulty interacting with their peers (Huntley 1988; Rice 1991; Rutter 1992; Stothard 1998; Cohen 2000; Conti-Ramsden 2004). (Murphy, 2014). Adolescents and young adults with primary speech and/or language impairments may have persisting issues, with around 30% to 60% reporting ongoing challenges in reading and spelling, and with early issues predicting adult outcomes in literacy, mental health, and employability (Law, 2009) (Figure 3.1).

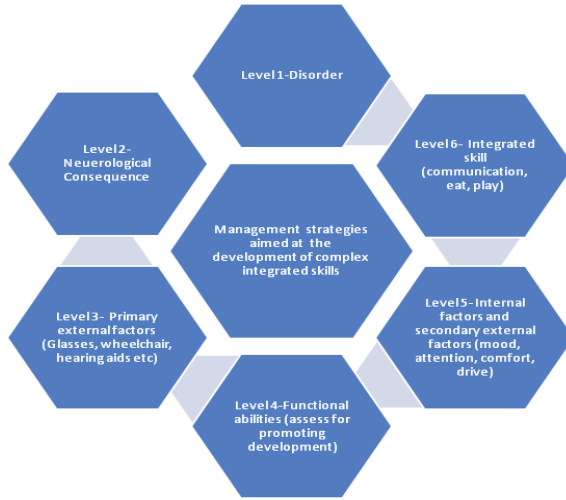


Figure 3.1. Management strategies aimed at the development of complex integrated skills.

3.2. THE SPEECH AND LANGUAGE EVALUATION

3.2.1. Speech and Language Evaluation

An examination of a person's communication abilities is usually referred to as a speech and language evaluation. To discover if someone has communication challenges, the procedure is done. The assessment is completed by a speech-language pathologist (SLP). The speech-language clinician gets information by asking questions about their kid and by administering speech tests on the child. How long the child will focus his attention is one variable to consider when determining how many evaluations may be done in one session. Alternatively, it might be spaced out across numerous periods. The length of the examination will vary based on the quantity of testing that has to be done. Their kid will first be examined privately, and then the doctor will take you into a room and ask you questions or fill out papers regarding their child.

3.2.1.1. A Description of Their Kid May Be Requested

Health history: including any serious illnesses, operations, accidents, or recurring health problems. **Developmental History:** Including the ages when the children began doing specific skills such as sitting, walking, talking, etc.

Family: Includes the names and ages of brothers, family members who may have issues of speech or hearing, etc.

Speech and language behaviors: Include their remarks on the voice and linguistic capabilities of their child and all concerns.

School history: What schools Their child went to?

3.2.1.2. Types of Tests Child Be Given

The doctor sees the child undertaking several tasks throughout the evaluation of their child. The clinician will evaluate the child's:

- when comprehending and using distinct terminology;
- When we have well-structured sentences, we get accurate usage of words;
- The use of language is at odds with what was intended when words were originally chosen;
- proper pronunciation of spoken sounds;
- the ability to speak or generate speech;
- quality of voice; and
- Fluency is a flowing, well-pitched manner of speaking.

Additionally, the therapist will also make a quick inspection of the child's motor abilities, which entail synchronizing muscle movements. Motor abilities, such as walking and running, are assessed for size. Additionally, fine motor skills like writing or drawing are examined. The screening portion of every speech and language exam includes a hearing test.

The possibility of an auditory impairment affecting speech and language development must be considered. In addition to the eyes, the clinician also analyzes the child's mouth, checking for any structural issues with the tongue, lips, teeth, or roof of the mouth. In addition to formally evaluating the child's language skills, the doctor employs casual observations of the child's communication ability. This additional information includes such things as a child's attention span, activity level, ability to play, or any previously unheard of behavior.

3.2.1.3. Formal Tests

In order to compare Their child with others of the same age, tests should be performed that have been formalized. A wide variety of tests are provided.

The doctor attempts to select those patients who are most suited to provide the pertinent information concerning a child's condition.

When doing an examination, a child is tasked with participating in particular tasks. The capacity of the child to accomplish these tasks is compared to the abilities of other children. To gauge the effectiveness of the therapy, the therapist is looking for an overall age level at which their kid performs. Additionally, the doctor notes the specific activities that are difficult for the child.

Later, if the kid is taking part in treatment, the clinician will carry out more tests to find out which specific learning techniques will be most effective. These exams are developed to see if the child has developed certain abilities, including writing, using computers, or anything else, including.

- **Receptive vocabulary:** Is the child familiar with the words? The child is instructed to point to various pictures or items and label them.
- **Expressive vocabulary:** Which terms does the child use? The child is requested to identify and name various items and pictures. When an explanation is requested of a kid who is four or older, he or she could be asked to explain what a term means, or to construct a phrase such as fire is hot, ice is...
- **Receptive grammar:** What ability does the child have for understanding various types of language? It is possible that the evaluator may ask the child to identify an image that matches with a statement said by the examiner. The child might be instructed to carry out a request that requires them to use several things, for example place the car within the box. Now, both cars should be placed in the box. The child's comprehension of plurals is being checked here.
- **Expressive grammar:** In what language will the child be able to use? It is possible that the child could be instructed to mimic phrases of various sorts and durations. Perhaps the child may be required to complete a phrase using a certain type of construction, such as plurals. One woman has a dress, whereas the other woman has a dress. This is why they have two.
- **Auditory memory:** Do you think the child can recall anything he/she has heard? Place the cup on their lap and open the book. If you touch the dog, the book, the cup, and the spoon, what will

you feel? To assess the level of recitation abilities, the kid may be asked to recite a set of unrelated words or a set of numbers. It is also possible that the child may be asked to repeat a succession of similar terms, such as dog, cow, and horse. In order to examine the child's ability on each test, the results of each task would be compared.

- **Auditory discrimination:** Is it possible for a child to notice variances in the pronunciation of words? It is possible that the child may be asked to tell if two words sound the same or whether they sound different. For instance, are the two words sing and ring the same or different? Alternatively, the kid may be instructed to point to an image in a book. If there are pictures of words that sound similar, they would all be on the same page.
- **Word-finding:** To what extent does the child respect the ability of words to serve them? If the child is asked to fast name a series of common things, he or she could be asked to name a number of images of common items as well. If the child is given a time constraint to identify as many words as possible, they can be requested to name them all.
- **Articulation:** What sound does the child have the capacity to make? What is the clarity of the child's speech? To obtain an accurate representation of a child's pronunciation of vowels and consonant sounds, recordings are made. In most cases, an image is shown to the child and the child is asked to name it.

The titles of the photographs contain each of the sounds of English at the beginning, middle, or end of the word. If there are any mispronunciations, the clinician will write them down. An anecdote is sometimes utilized as a pictorial tale.

These results reveal the clinician if their kid makes more mistakes in the process of reciting sentences than in the act of reciting single words. Additionally, the physician asks the kid to mimic some of the noises associated with mistakes. This reveals if the child can replicate the sound all by itself (in isolation), in a syllable, in a word, or in a phrase.

3.2.1.4. What Are Informal Tasks?

Mostly performed informally, such tasks involve engaging the child in casual conversation, having the child identify pictures, answer questions, and narrate short stories. In the case of a kid younger than one year of age,

the therapist will watch how the kid plays, how the kid utilizes objects and toys, and how well the kid understands words and requests.

It also includes looking at the way the child expresses desires and needs, as well as getting knowledge and obtaining stuff. In order to get a good look at if these behavior are present nonverbally (with gestures, eye contact, tugging, and pointing), the doctor inquires as to whether these functions are represented nonverbally or with words.

3.2.1.5. The Other Measurements Are Taken During the Evaluation

1. **Oral peripheral examination:** The physician doing the oral peripheral examination carries out a procedure known as a peripheral examination of the mouth cavity. Included in this list are observations of the child's face, lips, teeth, tongue, palate, and neck. This type of assessment also includes seeing how well the language learners are at actions such as eating, moving the tongue, moving the lips, or performing fast, alternating lip and tongue motions.

The physician might want to know about the child's ability to handle eating. Muscle development for speaking, for example, requires the usage of muscles that are already present in more basic forms of eating, such as sucking, swallowing, and chewing.

2. **Voice:** In the event of a speech difficulty, the evaluator will be concerned with how long the kid can maintain a tone on one breath, what the kid's pitch range is i.e., how low, and how high the kid can sing), and the pitch that the kid generally uses to converse. Additional questions that the physician could ask include inquiries about how the child utilizes his or her voice. For instance: Does the child have a booming voice? Is the child an excitable child?
3. **Fluency:** The doctor will also see whether there is an issue with fluency. As the kid is speaking, the therapist concentrates on hearing specific sounds and words as well as inflections (delays, hesitations, and fillers such as um and uh) being repeated or extended. The physician could request that you tell them about their kid's speaking habits and whether or not Their child avoids speaking. What is the outcome to be obtained from the speech and language evaluation? (Figure 3.2).

To complete a full speech and language examination, the following should be included in a written report:

- Any relevant information about the child's background and surroundings that may be of use in better comprehending the child's speech impairment.
- Two different statements of abilities the kid has in areas of creating speech sounds, using language, and having a developed voice and fluency of speaking.
- A description of the child's physical structures for speaking (lips, tongue, palate, etc.), as well as the physical capacities and behavior of the muscles and ligaments used in speech compared to those of other children of the same age.
- In this context, findings of a hearing test which can rule out the likelihood of a hearing issue.
- The following is a list of specific difficulties which children who are developing may experience: physical limitations, behavioral issues, emotional issues, short attention span, hyperactivity, or weak motor skills.
- Referral to another expert, such as a medical practitioner, or more testing.
- It was re-evaluated some years afterwards.
- Participation in a speech therapy program, including the provision of the following suggestions:
 - complementary/ alternative treatment;
 - The number of treatments required;
 - The length of the sessions;
 - A set of goals for the therapy;
 - pro-active parental involvement; and
 - There is no need for treatment.



Figure 3.2. Girl child hearing assessment.

Source: Image by Wikimedia.

3.3. ASSESSMENT OF LANGUAGE DISORDERS IN SCHOOL AGE CHILDREN

3.3.1. Specific Parameters for Assessment

To accurately evaluate language impairments in school-age children between 5–6 years to 13–14 years, the evaluation should involve the investigation of the various levels of the linguistic rule system, individually, interactively, and within four different contexts. Because these measures need to contain levels of semantic, syntactic, morphological, pragmatic, and phonological information, both formality and non-formality in the standardized test administration and curricular-based assessment must also contain measures of these levels of the language system. Each of these layers of the rule system has a large influence on both spoken language, which is comprehending and speaking, and written language, which is reading and writing.

Additionally, rather than constraining evaluation by dichotomizing spoken and written language, the assessment process would be better served by reframing its parameters so as to take into consideration the varied demands spoken and written language places on listening and speaking, as

well as reading and writing in accommodating the educational needs of the school-age child and adolescent. As a result, the assessment process criteria would encompass the subject areas of reading, writing, and spelling, along with oral discourse in order to provide a full evaluation of the individual. While cognitive-linguistic interactions must also be explored in order to better understand the impact of attentional control, working memory, and executive functions on language proficiency, other things must be taken into consideration.

When completing the assessment procedure, therefore, the assessment taker must additionally do assessments on metalinguistic knowledge, working memory, and executive processes. Metalinguistic knowledge is present when children have reached the developmental age where they are competent with phonemic awareness for reading, conscious knowledge of definitions, synonyms, and antonyms, analogies, grammaticality judgments, and are able to discern between literal and figurative meanings. The working memory would consist of both storage and processing of information necessary to carry out a task.

The working memory abilities are associated with executive functions, which are a diverse set of cognitive skills such as the ability to change and hold information in memory, the capacity to monitor performance, stay focused on a goal, help in inhibiting non-essential information, and steer clear of distraction. Clinical collateral measures allow the therapist to do a more in-depth assessment of a child's communication abilities, as well as providing a way to examine behind obviously obvious behavior by using a multi-perspective approach. If you do collateral test taking behavior, you may discover a variety of language and communication capabilities, such as turn taking, initiation, requests for clarification, and capacity to follow and integrate verbal instruction.

The interpretations provided above may furthermore suggest if the kid use coping techniques to cope with the obstacles of higher language processing demands and, if so, whether these methods are or are not effective for the kid. Is the child conscious of what he understands and what he does not understand? Prior to replying, does the child repeat and practice verbal information? If this method facilitates or impairs performance, please let the doctor know which.

To be more accurate, does the child analyzes the response alternatives and does this raise the chances of a correct response? Even when testing is done formally and requires the completion of various standardized tasks,

as well as subject-matter specific curriculum-based tasks, can the student demonstrate sustained and controlled attention, stick with difficult tasks even when motivated, switch tasks easily, and maintain goals in active memory? Additionally, going beyond the typical correct/incorrect scoring to evaluate mistake patterns may uncover problems that are difficult to quantify in other ways.

The availability of visual referents has an impact on how accurate and consistent the child's comprehension of spoken or written material is. In terms of answer accuracy, how does a person's desire to remember and handle more than one piece of information affect his or her response? There may be several reasons for a kid to fail to respond. One may be because the kid does not know the answer.

Another is that the child cannot recognize the question. Alternatively, the child may guess arbitrarily or impulsively. Do the child's blunders on answers link in any way to the correct ones, or are they absolutely unconnected? Does the child monitor and adjust his replies on his own?

A framework is created, which includes the areas of comprehension, retention, organization, retrieval, and formulation of single words, phrases, and sentences, as well as extended discourse,⁹ both heard and read, as well as spoken and written, and on standardized testing as well as informal discourse and curriculum-based tasks. The same thing that must be done to implement the policy is that all of this data must be obtained and analyzed within the context of the background information provided by parents, caregivers, and teachers about the child's birth, health, and developmental histories, as well as their history of learning languages, their language acquisition, and their communication skills.

3.3.1.1. Essential Clinical Interview Questions

The clinical interview gives the examiner a lot of background information for determining the type, severity, and functional effect of the school-age child's language issues. With the agreement of the parent/guardian, further information can be collected through the study of earlier diagnostic and therapeutic records, as well as the use of parent and teacher questionnaires. While these additional sources are valuable, face-to-face interaction with the parent or guardian and the kid is an essential part of the evaluation process.

In reality, the clinical interview might be divided into two parts: one for the parent/guardian and another for the kid. Clearly, the parent/information guardian's will provide context for comprehending the child's issues as well

as further guidance in the selection of certain assessment techniques. The kid, on the other hand, is a vital resource that should not be disregarded while producing the most comprehensive evaluation possible.

It is best to start the clinical interview with the parent/guardian by asking open-ended questions, keeping in mind that he or she may have a lot of knowledge and experience with language learning or very little, aside from the obvious awareness of whether or not the child understands and can be understood.

As a result, it is critical to clarify their terms and avoid taking anything for granted.

- Why did you decide to have their kid evaluated?
- Could you elaborate on their worries?
- Has their kid been examined or received assistance in the past that are connected to their current concerns?
- How would you define the early growth of their child?
- Were there any special features of his early growth that stood out?

How would you define the speech and language development of their child? Do you remember any moments when he struggled to comprehend you or other family members or friends? Do you recall any times in which he struggled to express himself using words and sentences?

- How would you describe the general health of their child? Is there anything notable about Their health, either in the past or now?
- How is their child's academic performance? Have their professors raised any specific concerns with you? Is there anything in particular that he likes or dislikes?

The responses to these questions will lead the examiner in the right direction, suggesting a series of specific and sometimes more closed-ended questions to gather the essential background knowledge on the presenting topic. If the examiner discovers that the child's native language is not English or that he has been exposed to more than one language, it is critical to determine the child's age and level of exposure to other languages, the relative balance of current language use, and whether the child has difficulties in all languages. If the child's overall speech and language development is described as being challenged, more specific questions about his ability to follow directions, his interest in having stories read aloud to him, his ability to discuss and answer questions about books that have been read

to him, compensatory strategies he may have used to communicate if he was not easily understood, and how he communicated if he was not readily understood may be raised.

If health concerns are raised, questions may be asked about the type and length of any sickness, the treatments given, and the impact on the child's communication or school performance. If the child's worries are related to school, questions about the child's interest in leisure reading vs school reading, the structure of the curriculum, specific topic issues, and the child's tenacity and frustration in the face of academic hurdles may be asked. The child's role as an informant is just as important as the parent's or guardian's.

- The value of open-ended questions cannot be stressed once again. Terminology should be used with caution, and the content of the questions will vary greatly depending on the child's age and maturity level. Why do you suppose their mother or father brought you here today, for example?
- Tell me about their family and what you do together when you have free time.
- What activities do you enjoy doing with their friends?
- Tell me about their school experience. Do you have any favorites or dislikes when it comes to subjects? What is it about the subject that you like or dislike?
- When you are not at school, what types of books do you enjoy reading?
- When you are not in school or working on their schoolwork, what do you prefer to do?

The child's responses will suggest the necessity for more detailed follow-up inquiries. If the child does not appear to be aware of the nature of his issues, the examiner will need to discover more about his daily routines at school and at home. If the kid is aware of any issues, the examiner must provide him the chance to express his thoughts and coping skills in interacting with family, friends, and teachers. If the child names a particularly vexing instructor or subject, queries should be focused on understanding as much as possible about the source of his annoyance.

It is important to remember that even the most perceptive child is prone to being defensive about his difficulties and blaming others rather than taking responsibility for himself. This is also crucial information that will aid in a better understanding and assessment of the situation (Figure 3.3).

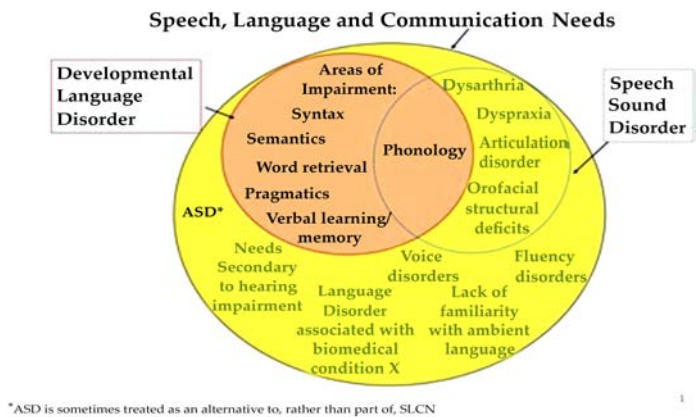


Figure 3.3. Image depicting speech, language, and communication needs.

Source: Image by Wikimedia.

3.3.2. Formal Assessment Measures

The formal assessment measures used will be determined by the child’s age and estimated developmental level, as well as the component of language, cognitive-linguistic interaction, and language-related ability that is being assessed. The number of formal evaluation techniques accessible for school-aged children is rising. Test batteries that cover a wide variety of language and related skills at various levels of the linguistic rule system are known as comprehensive test batteries.

These are expected to test both receptive and expressive abilities and may include tasks that assess spoken and/or written language. Some of these could potentially be used to assess underlying cognitive-linguistic relationships (Table 3.1).

Table 3.1. Comprehensive assessment batteries

Test, Author, Publisher	Age Range	Description
Clinical Evaluation of Language Fundamentals CELF-4), Semel, Wiig, & Secord (2003), Psych. Corp	5.0–21.11	Overall core language; receptive and expressive language; language content; language structure; and working memory indices; various levels of the linguistic rule system; metalinguistic skills; phonological awareness

Comprehensive Assessment of Spoken Language (CASL), Carrow-Woolfolk (1999), Western Psych. Services	3.0–21.11	Lexical, semantic, morphosyntactic, and pragmatic knowledge; literal and nonliteral comprehension
Detroit Tests of Learning Aptitude (DTLA-4), Hammil (1998), Pro-ed	6.0–17.0	Receptive and expressive language and related memory and motor tasks; verbal and nonverbal linguistic; attention-enhanced and attention-reduced; and motor-enhanced and motor – reduced composite domains
Illinois Test of Psycholinguistic Abilities (ITPA-3), Hammil, Mather, & Roberts (2001), Pro-ed	5.0–12.11	Semantics, morphosyntax, and phonological awareness; oral language, reading, writing, and spelling
Test of Adolescent and Adult Language (TOAL-4), Hammil, Brown, Larsen & Wiederholt (2007), Pro-ed.	12.0–24.11	Comprehension and production of lexical, semantic, morphosyntactic structures, spoken, and written language
Test of Language Competence –Expanded (TLC), Wiig & Secord (1989), Psych, Corp	Level 1: 5.0–9.11; Level 10.0- 18.11	Comprehension and production of lexical, semantic, and morphosyntactic structures; metalinguistic skills and figurative language
Test of Language Development-Intermediate (Told:I-4), Hammil & Newcomer (2008), Pro-ed.	8.0–17.11	Comprehension and production of lexical, semantic, morphosyntactic structures; multiple meanings
Test of Language Development: Primary (TOLD: P-4), Hammil & Newcomer (2008), Pro-ed.	4.0–8.11	Comprehension and production of lexical, semantic, morphosyntactic, and phonological structures

Source: Table from Gail Gurland (2012).

For a more in-depth study of semantic, syntactic, and/or morphological knowledge and performance, a number of formal evaluation techniques are available. They may focus on receptive and expressive abilities, word retrieval, or metalinguistic understanding of lexical, semantic, and grammatical components of language (Table 3.2).

Table 3.2. Assessment of semantic, syntactic, and morphological skills

Test, Author, Publisher	Age Range	Description
Boehm Test of Basic Concepts-3, Boehm (2000), Psych. Corp.	Kindergarten-2 nd grade	Vocabulary related to basic conceptual knowledge used in the classroom
Comprehensive Receptive Expressive Vocabulary Test (CREVT-2), Wallace & Hammil (2002), Pro-ed	4.0-adult	Receptive and expressive vocabulary
Expressive One Word Picture Vocabulary Test (EO-WPVT), Brownell (2000), Academic Therapy Publ.	2.0–18.11	Expressive vocabulary
Peabody Picture Vocabulary Test (PPVT-4), Dunn & Dunn (2007), Pearson	2.0-adult	Receptive vocabulary
Preschool Language Assessment Instrument (PLAI-2), Blank, Rose & Berlin (2003), Pro-ed	3.0–5.11	Discourse abilities related to typical early educational exchanges
Receptive One Word Picture Vocabulary Test (ROW-PVT), Brownell (2000), Academic Therapy Publ.	2.0–18.11	Receptive vocabulary
Test of Auditory Comprehension of Language (TACL-3), Carrow-Woolfolk (1999), Pro-ed	3.0–9.11	Comprehension of vocabulary, grammatical morphemes, and elaborated phrases and sentences.
Test of Word Finding (TWF-2), German (2000), Pro-ed	4.0–12.11	Word finding ability based on accuracy and speed.
The Word Test 2: Elementary and Adolescent, Bowers, Huizingh, LoGiudice, & Orman (2005), Lingui systems	6.0–11.11; 12–0-17.11	Lexical and semantic knowledge; metalinguistic skills
Token Test for Children, McGhee, Ehrler, & DiSimoni (2007), Pro-ed	3.0–12.0	Semantic-syntactic structures related to following spoken directions

Source: Table from Gail Gurland (2012).

A variety of assessment instruments are available to look at metalinguistic skills at the phonological level of the rule system, also known as phonological and phonemic awareness, which is a collection of language-related skills that has been found to be crucial to early decoding and reading (Table 3.3).

Table 3.3. Assessment of metalinguistic skills

Test, Author, Publisher	Age Range	Description
Comprehensive Test of Phonological Processes (CTOPP), Wagner, Torgesen, & Raschotte (1999), Psych. Corp.	5.0–24.11	Phonological awareness, phonological memory
Linda mood Auditory Conceptualization Test (LAC3), Linda mood, and Linda mood (2004), Psych. Corp.	5.0–18.11	Perception and conceptualization of speech sounds related to phonological awareness.
Test of Auditory Processing (TAPS-3), Martin & Brownell (2005), Acad. Therapy Publ.	4.0–18.11	Word discrimination, phonological awareness, word, and sentence memory
Test of Phonological Awareness (TOPA-2), Torgesen & Bryant (2004), Pro-ed	5.0–8.11	Phonological awareness related to early decoding and spelling
The Phonological Awareness Test-2, Robertson & Salter (2007), Lingui Systems	5.0–9.0	Phonological awareness related to early decoding and spelling

Source: Table from Gail Gurland (2012).

While formal assessments are more likely measuring metalinguistic or metapragmatic skills (e.g., demonstrating one's knowledge of various aspects of language usage, identifying language usage for a particular context), where the child is asked to reflect on the various ways they can use language, rather than enabling the children to be observed using these linguistic exchanges, there are procedures that may prove useful for assessment purposes (Table 3.4).

Table 3.4. Assessment of pragmatic language skills

Test, Author, Publisher	Age Range	Description
Test of Pragmatic Language (TOPL-2), Phelps-Terasaki & Phelps-Gunn, (2007), Pro-ed	5.0–13.11	Social communication in context
Test of Problem Solving-Elementary (TOPS-3), Bowers, Huizingh, & LoGiudice (2005), Lingui systems	6.0–11.0	Analysis, reasoning, inferencing, prediction related to various communicative contexts

Source: Table from Gail Gurland (2012).

Table 3.5. Assessment of narrative and academic literacy skills

Test, Author, Publisher	Age Range	Description
Assessment of Literacy and Language (ALL), Lombardino, Lieberman, Jaumeiko, & Brown (2005), Psych. Corp.	Preschool-1 st grade	Receptive vocabulary, basic conceptual knowledge, listening comprehension, alphabet knowledge and print awareness, phonological awareness.
Gray Oral Reading Test (GORT-4), Weiderholt, and Bryant (2001), Pro-ed	6.0–18.11	Reading rate, accuracy, fluency, and comprehension.
Gray Diagnostic Reading Tests (GDRT-2), Bryant, Wiederholt, & Bryant (2004), Pro-ed	6.0–13.11	Oral reading, letter/word identification, phonetic analysis, reading vocabulary, meaningful reading
Gray Silent Reading Tests (GSRT), Wiederholt & Blalock (2000), Pro-ed	7.0–25.11	Silent reading comprehension
Peabody Individual Achievement Test (PIAT-R/NU), Markwardt (1997), Pearson	5.0–22.11	General information, reading recognition, reading comprehension, spelling, math, and written expression.
Key Math-3 Diagnostic Assessment, Connolly, (2007), Pearson	4.6–21	Basic concepts, numerical operation, applications, and mathematical problem-solving
Test of Narrative Language, Gillam & Pearson, (2004), Pro-ed	5.0–11–11	Story comprehension, retelling, and original narrative formulation
Test of Reading Comprehension (TORC-4), Brown, Hammil & Wiederholt (2009), Lingui systems	7.0–17.11	Silent reading comprehension of vocabulary, sentence structures, and paragraphs.
Test of Written Language (TOWL-4), Hammil & Larsen, (2009), Pro-ed.	9.0–17.11	Semantic, morphosyntactic, and discourse aspects of writing; writing conventions.
Test of Written Spelling (TWS-4), Larsen, Hammil, & Moats (1999), Pro-ed	First-12 th grade	Written spelling based on oral dictation
Written Language Assessment (WLA), Grill & Kirwin (1989), Academic Therapy Publ.	8.0–18.0	Narrative and expository written expression
Woodcock Reading Mastery Tests-Revised/NU, Woodcock (1987-content; 1998-norms), Pearson	5.0–75+	Word attack, word recognition, word comprehension, including synonyms, antonyms, analogies, and passage comprehension.

Source: Table from Gail Gurland (2012).

There are numerous advantages to using tests that are carefully selected, prepared, administered, and analyzed in accordance with test manual guidelines. Once these tests have been used and their results considered, we should make every effort to discover how the student's overall social and academic functioning contributed to the achievement. The experience provides the chance to test a variety of knowledge and abilities in a streamlined manner while also enabling a comparison of a child's performance to set norms and standards in order to identify strengths and deficiencies (Table 3.5).

By giving the examinee a window into the varying behavior, which can illustrate and guide remediation for the child's problems, they are making it possible for the examiner to get an overall understanding of the behaviors' contribution to the problem. The interpretation of these results, however, depends entirely on the physician who performs the test and reads the results. They frequently test capabilities outside of the environments in which they take place, such as at home, in the schoolyard, or in the classroom.

Additionally, they may include a somewhat artificial system to disguise these talents from the evaluator, resulting in a dynamic scenario that does not always reveal these talents in use. Whether it is just a check for a specific expressive vocabulary measurement or something more that depends on how the practitioner considers the child's use of vocabulary when asked to create increasingly complex syntactic and morphological structures, a measurable assessment of this kind offers benefits. A second important factor to consider is whether the child is capable of understanding individual phrases and sentence structures as he is exposed to them, but only to the extent that he might comprehend these phrases and sentences when they are strung together in longer extended units of spoken or written instructional discourse which is a good bet for finding in the classroom.

End product tests ignore the important work that goes on underneath the surface, meaning that tasks such as these are insensitive to the changes that take place in the cognitive-linguistic system during development and intervention. Achievement of traditional measures is also more culturally biased than achievement of processing measures in varied groups. Thus, to provide an accurate picture of informal language and information processing tasks, typical formal language measurements must be complemented with activities that are less biased.

These activities tend to be significant in determining groups of individuals who first seem to be suffering from comparable language

difficulties like children with language impairment, children with RDs, sequential bilingual children, etc. One of the major drawbacks of traditional testing is that it ignores informal measurements, and therefore an evaluation that incorporates informal measurements must also include traditional tests. While formal evaluation tools are helpful in identifying a particular strength or weakness, informal assessment techniques are far more valuable when they provide the examiner a better understanding of the way a group of different talents are incorporated in a different setting.

Additionally, it is feasible to find out how vocabulary usage is likely to be affected by sentence complexity, how sentence structure is likely to be affected by whether output is spoken or written, and how understanding of text is most likely achieved based on how familiar the subject matter is.

3.3.3. Informal Methods of Assessment

All participants said that they use informal methods to evaluate learners with various impairments. It has been discovered that an informal evaluation is sufficient in addressing the insufficient standardized test performance (Caesar & Kohler, 2009). Because activities are more real, practical, and descriptive, we can trust that they represent a genuine version of life. The methods used in this research include interviewing parents, evaluations that entail seeing the learner engaging with his caregiver and the learner engaging with his surroundings, and observational tasks.

This is in agreement with the recommendation put forward by Hebbler & Rooney (2009) which encourages speech-language therapists to employ non-standardized assessment approaches to acquire descriptive data on the learner's communication. There were just a parent interview dynamic evaluation and observation used in the informal approaches that were employed by the participants.

3.3.3.1. Parent Interview

The results from the parent interview offer the speech-language therapist with a more ecological perspective of the student (Hedge & Pomaville, 2008). It presents important information on the learner's health problems, his or her developmental stages, talents, skills, and limitations, as well as the learner's history. Several school evaluation processes included an interview with the parent or caregiver in which the speech-language therapist had direct contact with the parent or caregiver. However, the learners who had

not seen their parents or caregivers were assessed by the remaining three schools.

However, the learners had access to this important information through their student profiles at the schools. Every learner at the school has a profile in the learner database, called a profile. The profile provides brief details on the learner's personal identification information, a case history with relation to prior schools, medical history, and family background.

While parental interviews are often conducted during the program, the data gathered during these interviews are simply not that important, and as a result, participants often neglect this information. It is possible that some amount of adaptation is still required for the speech-language therapists, even for something as simple as this. To write a case history, one has to include all of the following pieces of information: basic identifying information, referral source, description of the problem, developmental history, medical history, familial, and social background, and educational background (Hedge & Pomaville 2008).

It is vital to have a general understanding of the learner's history and present issues for evaluation. Additionally, information on the family constellation is important, and so that is essential. An in-depth investigation of the family constellation and prior difficulties is often carried out through a face-to-face conversation with the affected parties. Linguistic communication therapists should be aware of the possibility of a language barrier. Face-to-face interviews were reported to have been done in the teaching language at the school where they took place.

As a result, it is possible that parents and guardians may not always be aware of the questions' true significance and will supply inaccurate and irrelevant information. The concept of case studies in learning was further expanded on by Hedge and Pomaville (2008), who suggested that case studies serve the function of gathering information about the learners. Although Ferguson (2000) mentioned that case studies are of significant importance in the area of speech-language therapy,

3.3.3.2. Dynamic Assessment

Students who are taking part in this study state that many learners who have been examined have been underserved, have never been in a school, and have little familiarity with a testing atmosphere. Speech-language therapists used dynamic evaluation that includes test-teach-test methodologies when they had to use it. In this paradigm, the speech-language therapist first detects

missing or developing abilities, and then explores whether or not those skills are connected to a lack of opportunities to practice using the skill.

Once the speech-language therapist devises an intervention approach aimed at modifying the child's ability to function in the targeted areas, they can then conduct it. This is achieved through teaching the principles of the task, with the task setting here evolving from an evaluative interaction one which is typical of conventional test circumstances to a teaching interaction where the speech-language therapist maximizes the child's emotions of competence.

The performance on the post-test (retest phase) provides as a measure of how well the kid has been able to modify their behavior following instruction. As is often the case with varied groups of children, test-teach-retest was successful in working with children with impairments as well as with children of varied ethnic backgrounds (Gutiérrez-Clellen & Pena, 2001). The clinician's task is to be culturally aware when doing an evaluation.

Speech-language therapists who have a thorough understanding of cultural differences and who have direct experiences working with clients from other cultures are conscious of these variances. They have an understanding of cultural norms, religious beliefs, and cultural values of various populations as well as awareness of the language distinctions that define the dialects or languages that various culturally and linguistically diverse learners speak (Laing & Khami, 2003). Laing & Kamhi (2003) made the following recommendation: All should strive to decrease test prejudice for students from culturally and linguistically diverse backgrounds.

These may be approached by making more of an effort to focus on processing ability and less of an effort to look at past linguistic knowledge or experience, for example, memory tasks (Laing & Kamhi, 2003). People who participated in informal evaluation said that they used whatever available to help them out, including visual aids like charts, toys, and images. Participants did not discuss the usage of criterion-referenced testing, altering, or designing checklists, or even the concept of checklists in general.

Checklists and criterion referenced-testing directs the informal assessment process, and thus improves structure by creating more structure in the assessment. Researchers may find it difficult to get enough material to conduct their studies due to the relative secrecy surrounding this issue. Because the study questions were only probing within the context of criterion-referenced assessment, they were not successful.

3.3.3.3. Observation

People who were there during the informal observation mentioned how people are usually more attentive while learning with a non-verbal learner. People communicate long before they learn language, using a variety of signals, such as body language, gestures, vocalizations, and facial emotions (Hogg, 2007). When they are able to communicate with the goal of expressing their thoughts and conveying their needs and wants, they are better able to express their sentiments and be more open about what they desire.

While communicating much may be done using basic, universally known gestures, these gestures do not always have understandable meanings. Gestures can include a wave, a shrug of the shoulders, guiding someone by the hand, moving someone's hand in the direction of something, attempting to touch something at a distance, trying to touch something by getting their hand near it, shoving someone's hand away, shoving an object away, getting someone's attention by touching them, extending one's hand to request something, clapping in order to express appreciation, and making a decision by looking from something to a person (Hedge & Pomaville, 2011). The decision behavior shown by learners with various impairments is explained by the idea that these learners utilize distinctive gestures to indicate which option they want to select (Sigafos & Dempsey, 1992).

In addition to helping people of all abilities make better decisions, providing various alternatives provides additional possibilities to strengthen independence and increase the quality of life for those with multiple impairments (Hogg, 2007). The participants employed observation to find out if and how often language conduct occurs, as well as to discern whether and how well the participants are doing. The ordinary things, such as wind-up toys, balloons, bubble, jars, books, and toys in a bag were utilized in addition to special instruments such as microscopes, calculators, and stopwatches (this is presented as communicative temptation).

The participants claimed that they looked to see if the learner was there and to make mental representations of objects in addition, the speech-language therapists were interested in studying a learner's use of objects, and hence this meeting also included therapists with an interest in behavioral studies. For instance, a tea set may be laid out for the learner to check if he or she is able to use it as a symbol. They also sought to have a better understanding of how learners communicate, whether that is through noises, words, or gestures.

Another frequent evaluation strategy used by informal methodologies was gathering evidence on the learner's level of symbolic representation. The therapist's goal in this exercise is to ascertain whether a student is able to interpret a photograph, a black and white image, or an item. In this case, the student is asked to choose the image or the picture that most closely matches the thing. This kind of data gathering yields data that may be beneficial for interventions for the use of alternate and complementary communication.

3.3.3.4. Recording of Observation

Participants began taking notes while engaging with the learner, thus it became evident that they were making notes. In the event of a disagreement, two participants employed the START checklist (first published in 1990 by the sunshine center). The START course includes the START checklist as one of its elements. This was developed with the intention of aiding both therapists and parents.

The checklist is a developmental checklist that addresses all the developmental milestones for an age group and is used to measure if a learner is performing at the proper developmental level for his or her age. While participants said that checklists were not acceptable for learners with multiple impairments, many participants noted that lists were inadequate for learners with ADHD. There was no one who employed a video recorder or a Dictaphone to record the learner's behavior or voice quality.

3.3.3.5. Hearing Screening

Because language development, speech development, and hearing are interconnected, it is necessary to measure a learner's hearing while doing a speech-language examination. When learners are confronted with auditory stimuli, their response behavior is impacted by the type of the auditory input. Although the rate and bandwidth of the stimulus, the intensity of the stimulus, and the inherent importance of the stimulus all play an essential role in a learner's reaction, only the relative importance of these three factors differs (Massie, Dillon, Ching & Birtles, 2005).

According to the focus group statistics and assessment reports, it appeared that all participants had assessed the learners' hearing. Three schools were lucky to have the audiological equipment needed to examine and screen a learner's hearing, such as a soundproof booth, an otoscope, a tympanometer, an audiometer, and visual audiometry. However, the vast majority of participants judged learners using the noise makers method informally. When

doing an assessment, a therapist intends to get a conclusion and in certain circumstances to identify a diagnosis; whereas in screening, a therapist's goal is to acquire information that will assist in making a determination if further extensive examination is required (Washington, 2001).

When people used noisemakers, they were searching for something that would happen to sound. This method is subjective and is susceptible to several external influences. Though participants stated that they were satisfied with resources available for evaluation, such as equipment for audiological evaluation, it may be said that there was a shortage of objective equipment for audiological evaluation.

3.3.3.6. Feeding

To reduce the danger of choking or airway blockage) and aspiration or entrance of food or liquids into the airway during oral feeding, speech-language therapists use minimization strategies, such as positioning the baby face-down. Nourishment and hydration are essential in order for learners to have the ability to attention to and fully engage in the school curriculum. A lack of action in the event of dysphagia can be deadly. The very minimal information is known on the dysphagia management services that are currently being given in Africa, as there is little to no data in this regard (Hutchins, Gerety & Mulligan, 2011).

In an effort to better understand service delivery for dysphagia, Owre (2006) questioned 187 members of the American Speech and Hearing Association to identify the most prevalent modes of delivery. It appears that in certain schools, dysphagia management is carried out in a range of ways, with some programs especially those with stringent guidelines using intervention and other programs especially those without doing nothing. When the current study assessed the questions asked by participants of various ages in relation to feeding, six different schools reported being participants.

Following that, they may have requested the mother to provide food for the learner and then oversee the feeding procedure. Although the availability of food varied from school to school, it was seldom for food assessments to be performed owing to lack of resources (i.e., resources that might produce various consistencies of food) and insufficient time for thorough feeding assessments. In accordance with the procedure described in the instructions for the feeding assessment, the lunch bag (provided by the learner from home) or the food the school had provided were used as alternatives in

conducting the assessment, because the assessment was completed in the absence of the parent or caregiver. Additionally, participants may not have had adequate training or expertise with relation to the evaluation of eating (Figure 3.4).



Figure 3.4. Children with disability are being encouraged by teachers in classroom.

Source: Image by Flickr.

3.3.3.7. *Collaboration*

Thus, in order to acquire the level of best practice, the entire group of stakeholders must collaborate in order to find new and better methods of cooperation (Calculator & Black, 2009). The vast majority of participants worked in partnership with the teachers and therapists from various fields. Teams of students from six different high schools are involved in this study.

The team included a SLP, a physical therapist, an occupational therapist, the parent or caregiver, a certified nursing assistant, and a clinical psychologist. Two speech-language therapy programs refused to work together, resulting in no speech therapy assessment done as a team. Both a school of speech-language therapy and a school of neuro-developmental treatment claimed that having received training in neuro-developmental treatment allowed them to conduct isolated evaluations, because they are able to place the learner. This school's speech language therapists, however, noted that despite they assess and offer therapy on their own, they give

therapy as a team that includes a physiotherapist and an occupational therapist, based on the goals of treatment for that student.

Collaboration is required when dealing with learners with various impairments; that is, while trying to help learners with physical limitations reach their goals. When students with physical disabilities feel uncomfortable to engage in tasks, unable to regulate their breathing for speech or unable to consistently complete oral or upper extremity motor activities owing to reduced stability, mobility, and respiration, it makes learning very difficult (Costigan & Light, 2011).

To succeed, it is vital to collaborate with a physiotherapist and an occupational therapist. This is because they can aid with the process of positioning. This school-based dysphagia management is most effective when provided by qualified individuals who get training, benefit from excellent collaboration, and receive proper support (Bailey et al., 2008). Dysphagia has no one person in charge, as all members of the team play a key part in its management.

The physiotherapist may be called upon to assist with positioning while the child is eating; the occupational therapist will need to provide adapted utensils; and the speech-language therapist is to be assigned responsibility for intervening during feeding time and training general assistants how to help (Figure 3.5).



Figure 3.5. The children that are left behind in academics due to some issues.

Source: Image by street lab.

3.4. CONCLUSION

School-based speech-language therapists play a key role in regard to teaching and rehabilitation for learners with multiple disabilities. A speech-language therapist's job needs to include an assessment form in order to give accurate feedback, and it is the foundation of any type of intervention. Because of this, there is a significant barrier to speech-language therapists in evaluating and treating students with various disorders. In order to surmount these hurdles, a lack of acceptable guidelines, sufficient resources, standardized examinations, and a diverse population of people who are labeled as having multiple disabilities is an issue. Furthermore, these techniques were compared to the most current international best practices.

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An Introduction to Language Teaching

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Language is an important part of the society. Language skills are important in both, native language and second language. Language teaching has emerged as an important discipline all over the world. This chapter discusses what language teaching means.

It then covers the history of language teaching and the earliest methods which shaped the modern approaches used in teaching. The chapter then covers the objectives and principles of language teaching. The role of a good language teacher in the learning process of the students cannot be stressed enough.

The chapter discusses the traits a language teacher must possess in order to be effective in the class. Finally, the chapter describes the importance of learning language in the globalized world.

4.1. INTRODUCTION

Teaching is a process by which faithful and a close contact is entrenched between a well -formed and well-read person who is also mature and a less knowledgeable on with the objective of promoting the education of the latter. Teaching is a method in which the bridge and gaps between the teacher and the student which is due to the knowledge are aimed to overcome. It is a framework of actions which has the goal of producing learning.

Teaching is like a human engineering. It denotes to the numerous duties that the teacher implements and executes in order to open wider area for the students to experience the expected learning. Thus, it becomes a technical job which is noble and respectable in nature. Literature has explained teaching in different ways. Some literature gives extreme ideational, idealistic representation of teaching, conversely few elaborate the activities that teaching presupposes particularly.

Teaching is an interconnection process and necessitates more than one that is two parties, the teacher and the student. Teaching is done under the favorable condition and environment which assists in efficient formation of knowledge by students. It is also elucidated as a process that is outlined to have an influence on the learner's perpetual, emotional, and intellectual process. In this aspect, through the process of teaching a person is getting knowledge in every dimension that is education.

Education is a broad concept that inculcates other dimensions such as assessment and evaluation. The objective of education is to enhance the overall growth of individual which eventually leads to social advancement.

Teaching is the focal point of education and assists in attaining this objective. Teaching is an instrument that is made use of to educate individuals. The focus of teaching is to take an individual to some learning, and if this lacks or fails to happen then the teaching cannot be termed as effective and efficient.

Language teaching is a method through which an individual obtains some communicative proficiency or fluency in a language. Language teaching includes a teacher who eases the implementation of language for the learners. Practice is significant if the teaching has to be constructive. Sometimes, language teaching can result into memorization of vocabulary and administration of grammar rules and correction of grammatical errors. This process is indecisive and not desirable. Practice is the prime factor to overcome this challenge.

4.2. LANGUAGE TEACHING

All teaching has two dimensions, one is andragogy and another is pedagogy. Andragogy refers to teaching the adults and pedagogy means to teach the children. The perspective for teaching children differs from those approaches that are used for adults. One of the reasons for this is because adults apply their learnings to previous experience. On the other hand, children are establishing different experiences as a segment of the process of language acquisition.

Language teaching revolves around the individual studies in a provided language, which could possibly or may not be their native language. It altogether incorporates developing and enhancing all the three skills, that are spoken, written, and reading.

Language teaching primarily relies solely on the learner and is not dependent on language or other aspects and factors. For instance, teaching of English could be regarded as a second language or as a foreign language. In both the cases linguistics is only one strand of the study. At times, students learn language for surviving or getting through, in which case literature may not be the central point of teaching.

In the dimension of modern language study, that is business as well as technical language. Technical language is required in professionals such as nurse, doctors etc.

Language teaching can take numerous forms such as the classroom teaching or online. The online teaching might include showing live videos

or stream recorded ones. It could be in the form of standalone course or could also incorporate study materials, sound files and other such melding.

Teachers are accountable for delivering a curriculum that is pre-determined and also which is invented and developed by some experts. The teachers may frame and establish the curriculum on their own. Even, when following a “canned curriculum” few improvisations are mandatory for functional and fruitful learning.

Language is a distinct subject and is a fraction of school education. The curriculum emphasizes on teaching the target language and allowing the learner to easily comprehend the connection between language and culture.

The objective and motive of language teaching in basic education is to give opportunity to students to acquire ownership of the prevailing social practices which are varying. They students should be capable of making the use of language effectively in life.

The students must be educated on how to use or implement language so as to organize and construct their thought, to deliberate, to access and settle issues and so that they can evaluate their present and past cultural expressions.

Apart from this, the students must also be able to understand the major role of language played in building up of knowledge as well as the cultural values. They should be able to adapt and embrace a systematic, methodological, and responsible attitude with regard to the challenges that the world is experiencing.

Teaching a second language or foreign language generally applies to teaching or providing knowledge to students about a non-native language. Second language perhaps be instructed within the framework of school system or if not in school, then in language schools or in person by the help of a home tutor. There are several reasons why people are tending towards the foreign language and have the urge of learning it.

Many people have immigrated to a different nation also need to obtain a thorough knowledge of the local language, where they reside. In some cases, others may want to develop their professional career and add a new language to their skill. In addition to this, there are several other advantages that are interlinked with acquiring and learning second language (Figure 4.1).



Figure 4.1. Representation of language teaching.

Source: Image by Neurosciencenews.

4.3. HISTORY OF LANGUAGE TEACHING

Analysis of history of language teaching is significant for a better understanding of the medium of modern techniques. From the historical viewpoint it is apparent that the issues that cause to the progression of the contemporary methods are those that were always the pivotal point of consideration on how to pass on the knowledge of foreign language.

The progression of different techniques of language teaching during the course of time are an authentication to transformations in the need of proficiency language learner. For instance, learners have to obtain oral fluency far away from just reading comprehension as the sole purpose of their learning.

The transitions also signify the advancement of theories of the nature of language and learning of the languages. There are various matters that are evident in teaching of the language which is not recently discovered. The controversies in the recent times mirror the modern reactions to questions that have been asked frequently all over the history of language teaching.

In the eighteenth century, contemporary language started being the part in the modules and activities of European schools. The methods that were implemented were way too identical to the ones that were applied while

teaching Latin. The textbooks mostly consisted of statements of list which comprises of vocabulary, grammar rules and translation of sentences.

Speaking a foreign language was not the goal or prime objective, instead it was restricted to reading comprehension out loud. The sentences were framed just to provide a clear understanding of the grammatical rules to the students. It has slight significant to the language which is utilized for carrying out communication and interacting with people in real life.

Towards the nineteenth century, the programs and plans that was being used to teach Latin was embraced for teaching various other languages as well during school. In the mid-nineteenth century study material predominantly consisted of lessons that was invented around grammar rules. The rules of grammar were elaborated and represented by making the use of sentences (Figure 4.2).



Figure 4.2. History of language teaching.

Source: Image by unsplash.com.

The textbook compilers prevailing in the nineteenth-century were mostly demonstrated to systematize and codify the foreign language into preserved rules of morphology and syntax to be illustrated and in due course memorized. Oral fluency was not regarded essential. Only some of the written exercises were incorporated indiscriminately which acted as a clarification to the rules. This perspective was later referred to as grammar translation method.

4.3.1. Introduction of the Grammar-Translation Method

The chief promoter of these techniques was Johann Seidensticker, Johann Meidinger, H. S. Ollendorf and Karl Plotz. It was the result of the contribution of the German scholarship. One of the critics about this method highlighted out that its aim was “to know everything about something instead of the thing itself.” This technique was called the Prussian Method in the U. S. The significant characteristics of this method were as follows:

1. **Foreign language study was introduced to understand literature of the language.** In addition, foreign language study was anticipated to smooth the path of the mental disciple and intellectual advancement. This technique paid much attention on the grammar rules to comprehend a language. Eventually this knowledge was implemented to the sentence translating. The texts were translated to and from the language being examined.

The major disadvantage of this language was that it contemplated learning of a language as mere imprint of rules and facts in one’s mind. This was the approach used to understand and operate the syntax and structure of the target language.

The native language was regarded as the most fundamental and the second language was obtained by referencing the first language. This technique concentrated mostly on reading or writing and did not put emphasis on improving the speaking or listening skills.

2. **Reading text influenced vocabulary selection.** The words set their foot in through the use of bilingual word list, dictionary, and rote learning. Conventionally, grammar translation text would be depended on grammar rules and vocabulary items stated in the exercise.
3. **The sentence is the foundation of language teaching practice.** The focal point of this method was predominately on translating sentences to and from the language that was being taught. This is a distinguished feature of this method. In the previous methods, grammar was implemented as an instrument to study foreign language. This method proved to be ineffective and inadequate for students going after secondary education. Language was given much significance to function smoothly the process of learning.
4. **Accuracy was very important.** Teaching set high degree of excellency for students to acquire in translation. This is due to

the importance was given to scrupulous standards of peculiarity. This was necessary for successfully qualifying the written tests that was widespread during that period.

5. **Grammar was taught deductively.** Grammar rules were identified and represented as well as studied and were kept in practice by translating sentences. In most of the grammar-translation texts, a syllabus was followed for the chronology of grammar points all over a text, and there were efforts made to teach grammar in a methodological and properly structured way. The first language of the student was used for teaching. New items were implemented to use the first language. Along with this it was also used to carry out the comparison between the target language with the first language.

The grammar translation method was used in European and foreign language education on a large- scale for approximately a century from the 1840s to the 1940s. In the recent times the redesigned form of this method is put to use in some countries.

Few of the critics such as Howat argue that this method was not as unfruitful and inefficient as other critics represent it. The less productive and often bad exercises were established by critics with the purpose of exemplifying that German and French were as diligent and accurate as the classical languages.

In consequence to this, grammar translation courses were not regarded as monotonous by school learners as they had to learn by rote a long list of grammar rules which were proved to be difficult and challenging. They were expected to translate sentences excellently without any flaws. This technique is very challenging for students, although it is not considered formidable on the teacher's part.

4.3.2. Language Teaching Innovations in the 19th Century

By the mid of the 19th century the grammar-translation observed a decrease. There were various other aspects that were held accountable for this. The opportunities for communication were generated in Europe amidst people who lived there. Therefore, the oral proficiency in a foreign language was required to a great extent.

There was a rising demand for the books which dealt with conversations as well as phrases among people who choose for studying privately. The

language teachers began to give more importance to the procedures and techniques applied in school for teaching modern languages.

There was a prevailing dissatisfaction with the public education system and it was to a higher extent perceived as insufficient. In most of the parts of Europe, language teachers adapted different methodologies for teaching language such as they started developing and using novel techniques. Each of them established a particular approach for enhancing the teaching of contemporary languages.

The models for teaching languages given by C. Marcel, a Frenchman, based his model on child learning methods. He put emphasis on the importance of purpose and objectives in learning. He proposed that reading should pave the way for other skills and make an attempt to pinpoint the language teaching within an extensive framework of education.

An Englishman named T. Prendergast, made to significant consideration and examination about children. Firstly, children illuminate speech by making the use of contextual and situational indications. Secondly, they learn phrases by heart and routine remarks while carrying out conversations or talking. His contribution to language teaching was that for teaching the language he suggested the first “structural syllabus.” He also proposed the first lesson in language should be the fundamental structural framework which takes place in language.

4.3.3. The Reform Movement

There were various language experts such as Prendergast, Marcel, and Gouin who had established alternative dimensions in aspects of teaching language and had put efforts to make them grow and flourish. Although, they did not gain much success by implementing such methods and making these attempts.

The 1880's experienced an important expansion due to the hard works of practically minded linguists such as Wilhelm Vietor in Germany, Henry Sweet in England, and Paul Passy in France. They began giving the conceptual leadership to move along the reformists notion and provide it more standing and affirmations. They were fortunate enough in fortifying the discipline of linguistics. One of the key factors and objectives of the association was to change and modify the teaching of contemporary language. It prescribed the following:

- Transmit knowledge about the spoken language as much as possible;

- Enhance pronunciation habits by stressing on phonetic training;
- To make use of conversation texts and dialogs in order to implement conversational phrases and idioms;
- Inductive method should be applied to make students understand grammar; and
- Reduction of the association with mother tongue while teaching new meaning, new words instead set up within the language which is being taught.

Linguists passionately took part in enormous debates throughout the most relevant technique to teach language. Notions were intended and defended in articles, books, and pamphlets. Henry sweet rationalized that systematic research of language and comprehending psychology should be the substructure for fine techniques and methodological principles. In his book called, “The practical study of languages” (1899) in which he threw light on the various principles based on which teaching method should be established. Chiefly some of them are:

- Select in a proper and correct way the things which are to be taught;
- Establish the boundaries on what is to be taught;
- Order what is to be taught in the context of listening, speaking, reading, and writing; and
- Categorize what is to be taught starting from simple to complex.

A German scholar named Wilhelm Viëtor, rationalized his ideas and outlooks on language teaching through the method of linguistic theory. His postulation included that teacher must instruct in phonetics would make it easy and smooth for teachers to ameliorate their pronunciation. Speech patterns were given more significance as compared to the grammar in language teaching.

He published his comprehensions in a hefty pamphlet which was known as, language teaching must start afresh. In this pamphlet he condemned grammar translation for not being effectual. According to him it is paramount to guide teachers in the new science of phonetics (Figure 4.3).

Overall, the reformers stressed on the following:

- An oral-based technique must be used since speaking the language is the most significant factor.

- The outlook gained about phonetics must be applied in teaching and the guidance of teachers.
- The learner should be revealed to the spoken form of language prior to the written structure.
- Words should be taught by portraying their use in sentences. Sentence should not to be taught in abandonment as then they will lose meaning, they should be taught in relevant and determined context.
- In order to teach grammar inductive technique must be applied. This necessitates the fact that the students must know the grammar rules correctly and they should more often practice them so that they could get familiarized.
- As far as possible, translation must not be used. The use of mother tongue should be done moderately for instance when implementing new words and amending comprehension. These principles consigned the theoretical substructure which facilitated a principled dimension to the teaching of a specific language.



Figure 4.3. Henry Sweet facilitated the language reform movement.

Source: Image by Wikimedia.

4.3.4. The Emergence of Direct Method

The learning ideologies of the natural language laid the foundation for the direct method. It is one of the most extensive and identified natural methods. The propagators of such techniques established it in Germany and France. Towards the end of the century, it was accepted in these countries. Sauveur and Maximilian Berlitz popularized the direct method country like the United States. They used it on large-scale in commercial language schools. The direct method inculcated the following propositions:

- Directions and guidance in the classroom were provided only in the language being which was being taught.
- The vocabulary and sentences being taught concerned to the day-to-day use.
- Oral communication skills were established in a thoroughly graded advancement arranged around the interchange of question-and-answer which occurs between teachers and students in small, confined classes.
- The most appropriate tool which was applied to teach grammar was the inductive method.
- The new hypothesis and theories were introduced verbally.
- The use of visual representations like the pictures, demonstration, and objects to facilitate teaching and building up concrete vocabulary. Different concepts were correlated in order to teach abstract vocabulary.
- Comprehension learning put emphasis on both speech and listening.
- The pivotal points were grammar and pronunciation.

Issues are represented in particular manners through each *modus operandi*. A clear understanding of the fundamental features of methods and techniques in the process of language teaching can be acquired by formulating the concept of method in a much more systematic way. These methods are mentioned and highlighted in detail in the next topic of the chapter.

4.4. OBJECTIVES OF LANGUAGE TEACHING

The objective of language teaching explains the basic purpose of lesson. Objective of language teaching opts out the skills, the learner will be attaining

in thinking, listening, reading, writing, and speaking as well. During the developmental stage of language objective, the role of a teacher is to think about the steps of methodologies that he or she should require to improve the language skills of the students and what will they are going to learn.

According to the activities and goals of the lesson, there are different types of language objectives that could be included in the curriculum.

Taking about the objectives, numerous lessons could shed light on the vocabulary of the learner. However, in other objectives, they may emphasize on reading comprehension skills as well as writing skills. The objectives of teaching can be consisting of assisting the learners with brainstorming, outline, draft, revise, and complete a text (Figure 4.4).

Sometimes, the language teaching is amalgamated in other subjects as well such as history, mathematics, or science in school education. There are various examples about how the language objective and content can be accomplished altogether, are mentioned below:



Figure 4.4. Objectives of language teaching.

Source: Image by unsplash.com.

Example 1

Content objective: the scholars are to be taught in order to discover the various aspects or attributed with the help of geometric figures and make interpretations about the geometric relationships.

Language objectives: The language objective for the scholar is to develop the ability in order to use the mathematical vocabulary and explain the various aspects of different geometric figures.

Example 2

Content objective: The scholar should have the ability to make a comparison and differentiate the physical adaptation of various aquatic species such as sharks and whales.

Language objective: In the language objective, the scholars have to construct a paragraph with the help of vocabulary, which is commonly used in the language function of differentiation and comparison.

4.4.1. Vocabulary Objectives

The vocabulary plays a vital role in language. Accentuation on the vocabulary plays a significant role, in such a way that the students can have a good command over the content objective. The role of the teachers is to recognize that, how, and when vocabulary should be introduced within the lessons. There may be some instances, where tier 2 vocabulary, or even background vocabulary is required to be addressed for the SLL.

In order to comprehend any sort of lesson, vocabulary plays an important role. Otherwise, the student or any other learner may tend to loose concentration or interest and easily get distracted from the conceptual ties. In order to keep the scholars focused is quite a hard job to do. In this situation, the role of the teacher is to remove those distraction that could possibly arise because of the lack of sound vocabulary.

The main purpose of the vocabulary can be amalgamated with the math objectives. The scholars should have the ability to use the specific vocabulary that is linked with the mathematics, just same as when they have to explain the various aspects of geometric figures.

There are various numerous general objectives of language teaching, and they are mentioned below:

- Develop the professional abilities as well as the intellectual abilities of the scholars.
- Communicate with the help of basic language skills, such as speaking, writing, listening, or reading. These basic language skills will help with fluency during communication.

- Should develop the linguistic abilities which will be required in day – to – day life.
- Teacher should provide assistance in linguistic abilities which will play an important role in professional careers.
- Should develop the positive attitude towards the language.
- The role of the teacher is to develop the linguistic ability of the scholars that makes them aware with the economic, social, as well as cultural issues that play a vital role in the society. So, that they can contribute in order to resolve them.

4.5. PRINCIPLES OF LANGUAGE TEACHING

The role of a teacher in teaching a language, whether it is first or second, is much more than just giving a basic explanation of it. The process of teaching may consist of developing various sorts of abilities in order to use the language on day – to – day level, and also this is applicable for both first language learning (FLL) as well as second language learning (SLL). The teaching of all modern language is solely based on various pre – defined principles, and these principle are derived with the help of psychological and linguistic sciences.

4.5.1. Scientific Principles

There are several different scientific principles that plays a major role in language teaching, they are as follows:

Principle 1: Importance of sound: According to this principle, in the process of teaching, the first priority should be given to the sounds. Sound cannot be presented in isolation. They must have to in right expressions, along with that, sounds are consisting of rhythm and pitch which a native speaker of the language uses.

Principle 2: Pattern representation of language in basic sentences: The basic sentence patterns are said to be those patterns which are used in day – to – day life conversation. The process of teaching should start from a small sentences, followed by long sentences to more long or complex sentences. It has been observed that the scholars have the ability to remember the longer sentences which are used in their mother – tongue, as compared to the sentences that are in other or foreign language.

Principle 3: Language patterns as habits: The command over actual language can be seen at day – to – day conversation level. Teaching

language, itself does not fulfill the requirement, however, the main task or main objective should be at language patterns as habits with the help of daily or consistent practice in different scenarios.

The scholar should be taught to routine of to practice language patterns and building the sentences with the help of appropriate words at normal speed when he or she having conversation. In the context of teaching, consistently or regularly used patterns of language must be given priority and just expansion of vocabulary.

Principle 4: Imitation: In the process of teaching a language, imitation plays a vital role. A teacher can teach a good speech with the help of imitating understandable models which will provide assistance to the learners in order to attain a good command over the language.

Principle 5: Controlled vocabulary: According to this principle, vocabulary should not be exaggerated or overstressed. Talking about ideal condition, the vocabulary should be taught and practices only in the context of real life. Practicing vocabulary at real life level can provide a learner much better understanding and better meaning of it.

Principle 6: Graded patterns: The process of teaching language is quite identical to conveying a new system of complex habits, one must understand that, habits cannot be gained in a single day, it takes lot of practice and consistency. In this way, a teacher must teach the language progressively with a suitable speed. The actual meaning of progressive teaching is adding some new elements to the existing one after the completion of each pattern (Figure 4.5).



Figure 4.5. Principles of language teaching: Scientific principles.

Source: Image by unsplash.com.

The teacher must understand this, that new pattern should not be integrated with the new words. Graded patterns must be practiced with the vocabulary that has been taught by the teacher already.

Principle 7: Selection and gradation: The materials that have been used during the process of teaching plays an important or significant role and are necessary for good teaching. The selection of the materials should be based on the structures, grammatical items, and vocabulary as well.

There are certain criteria that must be followed during the selection of language items, and they are as follows:

- The selection of language items is based on the frequency at which the items or words are used.
- The selection of language items is based on the range of the items, for example, the various contexts in which the language items can be used.
- There are various instances where a word has different meanings a word can have, in other words their coverage.
- The selection of language items is based on the convenience with which the item can be taught.
- The selection of language items is based on the ease with which the learner can grasp the item.
- The selection of language items is based on the teachability of the items in the social context.

The selected language material will then be supposed to be placed in a specific order, known as grading. Grading is consisting of:

- **Grouping:** The role of grouping is generally concerned with the system of language and structure of the language.
- **Sequence:** In this context, the term sequence denoted to the length of the structure, direction of the structure, variation of the structure, and expansion of the structure. The sequence must be maintained while spacing out the words, sounds, phrases along with the meaning they convey.

Principle 8: The oral way: According to the experts, the oral way is the most efficient method among all methods, in order to learn a language. As a matter of fact, according to a well – known professor named as Palmer, who emphasized that the speaking comes first. The teachers should not teach the learners to read and write any other material until they use its spoken form.

Principle 9: Priorities of language skills: There are four fundamental skills that plays an important role in language learning, referred as LSWR, which is listening, speaking, writing, and reading. Out of four, the first one encompasses the primary skills (which is listening), and on the other hand, the last two (that is, writing, and reading) are said to be the secondary skills. Reading and writing reinforce the language abilities that were developed with the help of listening and speaking. Speaking and understanding enhances the ability of reading, in this way, writing should come last.

Principle 10: Multiple line of approach: The approach of the teacher for a single problem should be multiple. For any given instance, various language activities can be done, for example, oral drill, grammar, language exercise, reading, sentence writing, composition, translation etc.

Principle 11: Language habit through language using: This principle is the best approach in order to teach use of language in any context and conditions. The importance of teaching should be on the actual use of the language. The process of learning a language necessitated regular and thorough practice.

Principle 12: Spiral approach: According to this principal the spiral approach to teaching is consisting of supporting the concepts, vocabulary, and structure that have been taught in the lessons by the teacher. These approaches can be used in a logical manner wherever possible.

Principle 13: Minimal Use of mother tongue: Talking about this principle, when the foreign language or second language is being taught by the teacher, the mother tongue should be incorporated carefully and cautiously. At first, the learners or scholars will necessitate some sort of instruction in the language that have been already known. After then, it is very essential to make sure that the scholars or learners avoid to have conversation in their respective mother tongue in the classroom.

4.6. CHARACTERISTICS OF A GOOD LANGUAGE TEACHER

The foremost pre-requisite of imparting language skills to the learner is possessing a special and niche skill set. Education is the fundamental factor in the growth and success of a human being. Education also calls for creativity and ingenious and of the box methods. In the absence of inventive and original methods, education results in the unending monotonous

reprocessing of the same information. Thus, the same knowledge ends up being transmitted back and forth from the teacher to the student and vice versa in the form of tests and evaluation.

The purview of education is vast and must not be lessened to mere unconscious and automatic transfer of knowledge. Rather, the real aim of education should be to develop a curiosity and a strong sense of imagination in the mind of the learner that will help in the learner to gain knowledge. This is an essential step to uplift humanity and help people develop a reasoning power.

Teachers who are armed with an inventive and creative style of teaching have the potential to bring out the best in the learner. Original ideas bring a fresh lease of life to the classroom and help bust the tediousness and boredom of teaching a lesson. An unconventional and interactive lecture boosts participation and interaction amongst students. Renowned physicist Albert Einstein's famous quote, "Education is more important than knowledge" best explains this argument.

Throughout the past decades, studies have shown that not much has changed in terms of what is expected out of a teacher. However, what has changed is the manner in which they demonstrate themselves in a classroom. Numerous studies have been undertaken to recognize and establish the ideal traits and characteristics of a teacher, that would help qualify them to be considered productive and successful at transferring knowledge.

The job of a language teacher requires one to be armed with a variety of different skills in order to skillfully teach the learners and make good use of one's knowledge on the subject. Additionally, it requires the teacher to be enterprising and unorthodox in their method of teaching and make use of various innovative techniques to share their knowledge. A good language teacher should shun the routine and mundane style of teaching and resort to more creative practices of teaching (Figure 4.6).

A good language teacher must exhibit enthusiasm and eagerness while teaching the students. Lastly, a language teacher must hold an unbiased and constructive assessment of the students and be flexible to explore and different teaching styles based on the level of the students. The desirable traits of a language teacher are:



Figure 4.6. Representation of language teacher giving lessons.

Source: Image by Flickr.

4.6.1. Good Communication Skills

A teacher is only as good as his knowledge as per a famous saying. Nonetheless, the capability to transfer this said knowledge is what holds more importance. Excellent communication skills are the essential requirement for a language teacher. A teacher of language must necessarily be an exceptional speaker since speaking is the predominant skill that the teaching of language aims to promote in the student. Thus, it is necessary that a language teacher possess this skill.

Good communication skills in the teacher bring many positive changes in the classroom. A teacher who is an excellent orator will definitely deliver better and interesting lectures and thereby receive positive feedback and better results from students. A proficient and well-versed speaker holds the ability to engage the classroom effortlessly and it automatically results in increased class strength. Teachers who speak well are often idolized by students and thus they can help encourage the students to work hard. It is

often seen in language classes that a good speaker becomes a role model for all other students and thus it pushes them to work more on further honing their language skills.

Research suggests that most of the highly effective teachers are excellent communicators. This special skill helps them offer a lucid and effective teaching of the principles and concepts of language. Such teachers enable the students to apply these language concepts in real-time situations and thus, while the teacher communicates with them, they form a better understanding of the subject. Real life examples help students relate to the subject better.

Teachers who are expressive and eloquent are found to be successful at conveying their ideas to the class as well as encouraging better communication from the students. Such teachers are capable of holding discussions in classrooms and thereby make appropriate use of their skill set. A teacher wears many hats in a classroom. Conflict resolution is another key characteristic of a good language teacher.

4.6.2. Relationship with Students

Boosting interaction and exchange of ideas amongst students is a practical solution to improving language skills amongst learners of language. A language teacher must strive hard to strike a healthy relationship with the students. It helps create an atmosphere of trust, goodwill, and positivity. It results in students being more productive and hardworking. Although, interaction is an absolute essential; to teaching all subjects but in the case of language teaching it is of paramount importance since its sole aim is to get the students to speak. A good listener always makes for a good teacher. Thus, a good teacher must be open to resolving all issues put forward by students.

Students are found to be positively influenced by teachers who have genuine concerns for the students. Such teachers not only bring about a positive change in the attitude of the students but also positively influence their conduct. As a consequence, such students are found to be more focused and determined in their pursuit of language learning and turn out to be successful learners. They pick up the language quicker and better than others and possess better communication skills (Figure 4.7).



Figure 4.7. Relationship with the student.

Source: Image by unsplash.com.

4.6.3. A Good Listener

Apart from excellent communication skills, a language teacher must also possess good listening skills. The teacher must also motivate the students to be better listeners as it is an essential skill needed to be proficient in any language. It will also enhance their social skills and help them build social relations.

4.6.4. Professional Knowledge

A language teacher must hold strong professional knowledge of the required language. A teacher must have an advanced level of proficiency of the language. It is possible in many cases that even native speakers of a language do not necessarily possess professional knowledge of it. In such cases, irrespective of the communication skills they possess, they cannot be good teachers. A teacher must know the following:

- The content of the language they are teaching;
- The curriculum of the subject and the materials and programs that are;
- The values and approaches of managing the class;

- The educational context of language; and
- Pedagogical content knowledge.

Experts are of the opinion that teachers must have thorough command over both the declarative and the procedural knowledge in order to effectively impart teaching. Possession of declarative knowledge implies that a teacher is well-versed with the content to be taught. Procedural knowledge refers to the capability and application of techniques to do the right things in the class.

A combination of robust language skills along with a professional command over the language are the secret to great teaching. This suggests that apart from a degree in applied linguistics, a teacher must also possess a certification in teaching. Ideally, teachers must pursue professional growth and development by staying abreast with the latest developments in teaching.

4.6.5. Personality / Personal Qualities

Various theories strongly suggest that personality factors play a dominant role while gauging the effectiveness of teaching. In a study by Weinstein, 10 traits of a good teacher were identified out of which seven were related to personality.

4.6.6. Instructional Effectiveness

It is a common practice to hire language teachers merely because they are native speakers and possess a bachelor's degree. However, only the possession of these two does not suffice. In fact, it is found that even a long teaching experience is of no significance in the absence of effective lesson planning and delivery by the teacher. The crucial factors that make language teaching work are thorough knowledge of content and instructional effectiveness. Numerous studies have hinted at the fact that students who are mentored by effective teachers make significant and lasting gains.

4.6.7. Street Smartness

A certain degree of street smartness is essential for a teacher as it makes them aware of the happenings around them. Street smartness calls for a teacher to have a sound understanding of the students, and of society and culture at large. With this knowledge, they can resolve conflicts that often arise amongst students in a classroom environment. They can also help students develop a better understanding of the issues within society. Street

smart teachers are also politically correct. They bear in mind the culture and decorum of the institution they are teaching in. They make a careful selection of topics to be taught and those to be avoided through their street smartness (Figure 4.8).



Figure 4.8. Street smartness: characteristics of good language teacher.

Source: Image by unsplash.com.

4.6.8. Commitment to Lifelong Learning

Lifelong learning implies an endless, voluntary, and self-motivated journey with the aim of honing abilities and acquiring further knowledge for both professional and personal reasons. In contemporary times, this particular trait has gained popularity in the circle of educators and is being touted as one of the most desirable competencies in a teacher.

It has always been seen that great teachers mostly remain in a lifelong pursuit of their development and it brings a transformation in their attitude towards teaching. The zeal and commitment of the teacher most often transpires in the students too, thereby encouraging them to raise their commitment towards learning. This is particularly important in learning a language since becoming a master of a language can take a lifetime.

4.6.9. Knowing the Learners

This includes being aware of the social, cognitive, and emotional state of the students. The teacher has to understand how students' progress at a given developmental level i.e., knowing what the learning progression and trajectories will be.

A teacher is required to realize and understand that each learner comes with differing needs and capacities and therefore, the lesson plan and instruction has to be customized as per the requirements of each individual. This is especially applicable in case of language. Language teaching and language acquisition are complicated processes and both require a deeper understanding of the student. Thus, a teacher must adopt methods that facilitate easy learning and simplify the task of language acquisition to benefit the learners.

4.6.10. Engaging the Students in Learning

It is essential for a teacher to engage students to maximize the learning outcomes in students and make the lessons effective. Motivation plays a major role in engaging a student. Teachers should be able to motivate the students to progress. Students require three types of engagement: cognitive, behavioral, and emotional. Students expect that the teachers should be able to engage and motivate the students to progress with the lessons.

It is found that students respond better to innovative and refreshing content as also to motivation tactics. Great teachers are those who can motivate learners to succeed in and out of the school. This is of prime importance in the case of language teaching.

As opposed to other subjects, language teaching continues to take place unconsciously too, when the teacher is not introducing a new lesson or concept in the classroom. Students pick cues from teachers even while simply interacting with them in the target language or in the midst of exchanging other thoughts and ideas in the class. Students when constantly engaged throughout the class learn and record every minute detail for all the time spent in the classroom.

4.6.11. Encouraging Conversations and Involvement Outside the Classroom

Teachers can motivate students to continue their learning process outside of the classroom as well by encouraging them to take part in multiple activities.

This helps them build relationships and cultivate different interests. It also helps broaden the language acquisition process.

With a sufficient amount of confidence to converse in a new language, they feel eager and motivated to join community related activities based on their interests and preferences. They get the opportunity to come in contact with the native speakers which further polishes their language skills (Figure 4.9).



Figure 4.9. Encouraging conversations and involvement outside the classroom.

Source: Image by unsplash.com.

Furthermore, the students can also become members of groups like language clubs and service organizations which have an international focus. Being active in the target language and volunteering for service can build relevancy to learning and engagement.

4.6.12. Dedication to Teaching

Teachers must be dedicated and have the confidence to bring about a change in the lives of the students. Teachers have always inspired generations of students and have lead by example. This requires dedication on the part of the teachers. Thus, teachers must possess a passion for teaching and a commitment to the success of their students.

A good language teacher displays efficiency in creating assessments for the students and uses those assessments to assess the effectiveness of the teaching methods used. Teachers must have a keen eye for any flaws or modifications needed in their methodology to suit the learner's requirements. They should also be able to identify the methods that are effective and fruitful for the learner's.

The most important quality that a dedicated teacher possesses is gentleness and kindness. A teacher should command respect and love from the students. It would inspire the students to achieve their desired target and maximize their output.

4.7. SIGNIFICANCE OF LANGUAGE LEARNING

The modern education upholds language skills as a crucial part of the curriculum. Bilingualism is gaining popularity and teaching language to students is now an essential aspect of education. The importance of teaching language to students are discussed below:

4.7.1. Increasing Bilingual Population

English is emerging as the lingua franca among the global population. Countless number of people are learning English as their second language, especially in countries where the native language is not English. Similarly, in countries where English is the native or first language, people are generating interest in other foreign languages and acquiring new language skills. This preference of a second language is expected to grow manifold in the coming years.

This in turn will create further demand for second or foreign language learning in education as everyone wants to learn new languages to effectively communicate with peers, colleagues, friends, and seniors.

4.7.2. Language Learning Requirements

According to the Modern Language Association, nearly 50.7% of higher education institutes have a language requirement. Hence language learning is an integral part of the school education to oversee success in higher education (Figure 4.10).



Figure 4.10. Significance of language learning.

Source: Image by unsplash.com.

Linguistics indicates that the process of teaching a new language to an adult is comparatively more complex than teaching it to young learners. It is often noted that college going students face challenges while trying to acquire a new language that was not learnt by them at a younger age. Thus, it is better to introduce a second language as a part of their school curriculum. It is best that second language be introduced at the earliest. As it will help them be at par with the language requirements often demanded by higher educational institutions.

4.7.3. Globalization

The phenomena of globalization have shrunk the world and turned it into a global village by unifying markets across all countries. Advanced communication technology has drastically reduced distances and boundaries and rapidly facilitated an increasingly global marketplace. There is a surge in the demand for employees who are bilingual; or can speak one or more languages.

A new American economy reported that bilingual employees are in demand, and this is expected to continue in the times to come. For example,

the demand for bilingual employees had doubled when compared to 2010. This trend is noticeable across the job spectrum. All jobs, whether blue collar or white-collar are demanding bilingual employees.

The foremost reason responsible for this trend is that businesses are expanding globally and their operations are spread internationally. So, for those employed in sectors like banking and finance, or insurance are required to interact with people from other countries as part of their job profile.

This feature has catapulted bilinguals and multi-linguals in a commanding position in the job market. Studies have shown that people with language skills get relatively high compensation. Current education systems must adapt to this growing demand and make provisions to introduce comprehensive language learning programs to address these needs of the future job markets. It will provide students with ample opportunities and ensure attractive pay packages for them (Figure 4.11).



Figure 4.11. Bilingualism/multilingualism facilitates business relationships with global companies.

Source: Image by Maxpixel.

4.7.4. Cognitive and Health Benefits

Modern researchers have highlighted the numerous cognitive and health benefits of learning a second or foreign language. The biggest advantage it offers is executive control. It denotes the set of cognitive skills based on

limited cognitive resources for functions like inhibition, switching attention, and working memory.

Bilingual professionals are found to cope better and better resolve conflicts better than their monolingual peers. They are also found to be comparatively more skillful in switching tasks and are able to process new information faster as compared to others. Bilingualism also offers additional benefits such as higher attention span to the speaker and the ability to grasp only the relevant information.

Bilingualism and multilingualism are found to make the brain sharper and have even proven to delay the onset of dementia and Alzheimer's. During old age too, bilinguals are known to display more accurate episodic memory. Overall, teaching a language to the students helps increase their attention span, problem solving skills and delays many illnesses related to mental health.

4.8. CONCLUSION

This chapter revolves around the teaching of languages, the representation of language teaching. It denotes the history of language teaching that explains the introduction of the grammar translation method, language teaching innovations in the nineteenth century, the reform movement. It also showcases the emergence of direct method.

It also highlights the objectives of language teaching, along with the vocabulary objective. It states the various principles of language teaching, the scientific principles as well as the psychological principles of teaching language.

It illustrates the characteristics of a good language teacher that is good communication skills and relationships with students, a good listener, professional knowledge, personality, and personal qualities, instructional effectiveness, street smartness, commitment to life – long learning, knowing the learners, engaging the students in learning, encouraging conversations and dedication to teaching.

It also sheds light on the significance of language learning, which is the increasing bilingual population, language learning requirements, it also talks about globalization and cognitive health benefits.

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Linguistic Theory and Language Teaching

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The chapter of linguistic theory and language teaching talks about the connection between the linguistic theory and language teaching. This chapter also talks about how linguistic guides language teaching. This chapter also provide highlights on the language theories and language teaching from traditional grammar to functionalism which is consisting of definition of traditional grammar, grammar translation method, and evaluation of grammar translation.

This chapter also explains the psychological grammar and the language teacher. This chapter also addresses the language teaching which is consisting of linguistic theory in practice including the form or function divide. This chapter emphasizes the linguistic theory and research which is consisting of implication for the second language teaching including the early developments of the linguistic theory and research. This chapter also consist of several numbers of approaches language teaching.

5.1. INTRODUCTION

The beginning of the association between the linguistic theory and language teaching can be dated back to as early as 19th century. From then on, various numbers of research were estimated with various scholars has been arguable.

Until the time period of 1960s, when their association was re-assessed, developed two viewpoint. According to first point of view, it was to say that linguistics is not so noteworthy as it has been assumed, that is, its importance had been overvalued.

Various numbers of linguists such as Lamendella (in the year of 1969) and Johnson (in the year of 1967) verbalized their variation in the context of linguistics based upon strategy of learning. According to the research done by the Lamendella (in the year of 1969), it was demonstrated that it's a mistake to look to transformational grammar or any other theory of linguistic clarification to propose the theoretical basis for the second language pedagogy (Figure 5.1).



Figure 5.1. Linguistic theory and language teaching.

Source: Image by Pxhere.

What is needed in the context of language teaching are not applicable linguists but rather than applied psychologists. The other point of view was to differentiate the overall participation of linguistics but with the condition that the language teaching is not confined to abide continually with the assistance of one theory.

A numbers of linguistic theories can offer various numbers of viewpoints on language, and they can be cogitated as equal resources. According to the Levenson (in the year of 1979) once said, “no one school of linguistic examination has a domination of truth in the portrayal of the phenomena of speech traditional school grammar, TG grammar, all these and more can be exhibited to have their own specific significance to the language teaching situation.”

Some may agree with the second point of view. According to this point of view, several people believe that language and linguistics teaching are interactional with each other. In this chapter, all of the language teaching, theories of language teaching and language pedagogy represents to L2 teaching.

The relationship between the linguistic theory and the language teaching is a twofold. On the one hand, it suggests that some of the theories of linguistics can be taken into use for the language teaching, that is linguistics provides direction in the enhancement of the language teaching theory.

While on the other side, a language teaching theory suggests answers to inquire about the nature of language. These sort of queries relate language teaching theory unswervingly to the theoretical linguistics.

5.2. HOW LINGUISTICS GUIDES LANGUAGE TEACHING OR LANGUAGE PEDAGOGY?

In the past several decades, through the course of Second World War, linguistics was renowned as an extremely important element in the language teaching theory. Through the course of the Second World War, America was in greater need of high number of soldiers who are familiar with the foreign languages.

In order to accommodate this need, a bunch of bilingual people who is consisting of Bloomfield (in the year of 1952) commenced to use the knowledge of bilingual person to appraise the language that is to be taught and the outcomes verified to be satisfactory.

Bloomfield suggested that the only competent teacher should be the qualified enough in linguist working together with the students as the language teachers majority of the time, have an inadequate knowledge of the language, only the skilled and qualifies linguists know how to provide an adequate direction to the students who are learning from native speakers and how to teach several sort of forms of the language.

According to the recommendation of the Bloomfield, it appears almost challenging, but all of the teachers should admit that as a language teacher they should have a good proficiency of the knowledge of linguistics, in that case, can all of the teacher teach with their full competency.

For example, in teaching pronunciation, if the tutor possesses comprehensive knowledge about phonetics, only after then a tutor can able to tell the students the structure of the organs of pronunciation and how a sound is produced with the assistance of the organs involved.

The tutors can also assist students in realizing the knowledge of how to categorize or distinguish the vowel as well as consonant and how to make a sound that is detailed with the proper position of the tongue. Only a good master of phonetics can educate the students well about how to learn word pronunciation.

In such a manner, the language teachers should admit the analysis of speech sounds of phonetician and the international phonetic alphabet for pronunciation training (Figure 5.2).



Figure 5.2. Linguistics guides language teaching or language pedagogy.

Source: Image by Flickr.

By the time period of around 1960, the structural linguistics impact on the language teaching had extended to a top in the regions of United States. Structural linguistics overwrought the value of the language as a system and assess the place that linguistic units for instance sounds, sentences, words, have within this system. In relationship with the behaviorism, it presents the major theoretical basis of the audio-lingual theory and in this way influences the language teaching materials, methods as well as the teacher education.

Behaviorism take into the direction towards the theories of language learning and teaching that outlined how an external event (or a stimulus) can fabricated a shift or transition in the behavior of an individual (a response) without any sort of mental behavior.

Even though the behaviorism abandoned the mental activity, it coerced the value of the practice and recurrence in language learning that according to researcher's perception named as Bloomfield, it is a very critical aspect in the learning a foreign language.

Let's take the audiolingual technique as an instance. Audiolingual method is consisting of:

- the teaching of speaking and listening skill before coming to reading and writing;
- the application of drills and dialogs;

- the evasion of the application of the mother tongue inside the teaching space.

Audiolingual technique in the setting of speaking as well as listening as the most basic language potentials, that is in agreement with the current situation of the English teaching. In the current interval of time, in various regions of China, majority of the people have started giving more importance to the language English and started learning it as a foreign language in a way to interact with the foreigners.

For them, speaking, and listening is much more crucial in comparison to reading and writing due to the fact that they are not expected to achieve high mastery of English and their primary aim of the study is quite simple, that is when the teachers are needed to interact with a foreigner, they can comprehend their words and express themselves as well.

Of course, what the people are talking about is solely dependent on the simple daily conversation, as to clarify themselves in a comprehensive manner is not always an tranquil task, even for English major students every now and then it is almost challenging.

In the several regions of China, the tutors have commenced to teach the students English language when the students are in primary school.

In the preceding interval of time, the tutors are giving more emphasis on teaching the students about the basic principles of grammar, and as an outcome, it was unsatisfactory: a large number of students don't have the potential to speak well in English; some of them don't even possess the skills to even cannot say a whole sentence. In the recent interval of time, the teachers have observed that the importance of speaking and listening in English teaching and recognized the audiolingual technique inside the teaching space.

Audiolingual technique has stressed the practice and recurrence of what has been educated inside the teaching space; it is assumed that a language is learnt with the assistance the forming habits. In a way to speak English in a confident manner, without consistent practice, it is not possible. In this manner, in the English learning and teaching, the tutor must do a lot of work to assist or support the students in order to speak and listen well whenever they needed to apply it.

While on the other side, the impact of the structuralism on the language pedagogy and teaching was universal and powerful, the impact of TG grammar was of a several type. In the time period of late sixties, new amendment in the language pedagogy arise which can be seen as an outcome from the influence of TG theory. A common example is the cognitive theory of language learning.

This theory of language learning is advanced in which TG concepts became linked with a 'cognitive' view of the psychology of language learning. It is conflicting to the empiricist theory, that is, informatively audio-lingualism, psychologically behaviorism and linguistically structuralism.

It is generally seen that TG theory emphasize on the mental activity. TG theory proposed that the human beings have the ability to learn any kind of language. It is the inborn potential as an substitute practice that made the human beings get the rules of a language and produce or understand uncountable numbers of sentences.

Some of the famous linguists, such as Diller (in the year of 1970), cooperatively recognized that his inclination towards the cognitive position; on the other side, other linguists, such as Rivers (in the year of 1981) and Chastain (in the year of 1976) held that the two theories were conforming to each other and served various sorts of teachers or learners or signified several sorts of phases of the language learning process.

In the interval of time of late 1970s, a group of scholars that is also comprising of Oller (in the year of 1970) and Widdowson (in the year of 1978), who were well-known linguists in their own right but at the similar time closely in touch with the teaching practice, gave language pedagogy and language teaching the linguistic way they are guiding as an imperative factor. From the time being, they were in a good position to make an association among the linguistic theory and the language teaching practice, they put stress on real language use.

Let's take interest of Oller in pragmatics as an instance. Oller (in the year of 1970), claimed that the pragmatics has suggestions for the language teaching; it assess the primary aim of teaching a language as encouragement the students not merely to function worthless sound sequences, but to receive and send messages in the language. With the assistance of his own experience in English learning and teaching, He find out that to grasp some knowledge of pragmatics can indeed help the teach or learn English well.

For instance, in daily conversation, people usually speak in an indirect way, maybe some of them have observed it, but without the knowledge of pragmatics, no one cannot give a correct meaning for it. With the knowledge of pragmatics, any individual can elaborate some language phenomena evidently and with the accuracy, in this way allowing students to get better understanding about the nature of language.

Widdowson (in the year of 1978) clarified a bunch of contrasting ideas that classifies the language as a formal system and application of the language as a communicative event. Widdowson supported ever changing the significance from the teaching a second language as a formal system to instructing a second language as communication.

According to the Widdowson perspective, is in accordance with the L2 teaching situation. In the recent interval of time, teachers have accentuated the importance of the communicative potential that the students possess (that are saying, talking as well as listening etc.) as an substitute of their linguistic skills.

This does not suggest the teachers do not need the knowledge of linguistics; on the other side, teachers or tutors apply the linguistic theory as a guide for the language teaching.

5.3. LANGUAGE THEORIES AND LANGUAGE TEACHING FROM TRADITIONAL GRAMMAR TO FUNCTIONALISM

It is recognized across the world that any sort of new language teaching theory cannot come into being without the disruption in linguistic theory first. And any age group of the linguistic theory has conveyed about the fresh and novel language teaching theory as well.

Up until now, the various theories of linguistics have mostly witnessed three distinctive stages. First and foremost is the conventional grammar, second is structuralism and the third one is functionalism. These all are closely associated with each other and made the modification in language teaching theories (Figure 5.3).



Figure 5.3. Teacher development workshop for novice teachers of English “fundamentals of English language teaching methodology.”

Source: Image by Flickr.

5.3.1. Definition of Traditional Grammar

What is traditional grammar? It is almost challenging question to answer. One perception about the conventional grammar is that it comprises of two concepts. One is constricted, on the other hand, another one is comprehensive.

“Narrowly speaking, conventional grammar mentions to the grammar theories that is formed from the ancient Greece and Rome, that become the most common in the end of the time period of 18th century before the birth of historical comparative grammar and governed the research of grammar as well as language teaching for a prolong period in various regions of Europe.

Conventional grammar values the old language model, that is comprising of written language, neglect oral language. Conventional grammar tries to purify the language and settle language. So, it is perceived as prescriptive grammar that was accepted with assistance of most of the school in their language class. In this instance, it is acknowledged as school grammar as well (Figure 5.4).

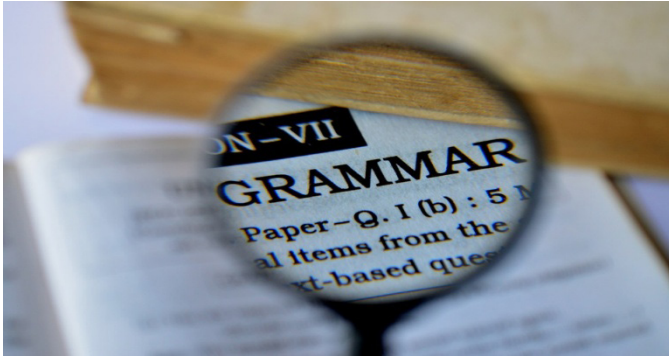


Figure 5.4. Definition of traditional grammar.

Source: Image by Pixabay.

Generally speaking, conventional grammar is comprising of the scholarly traditional grammar that was instigated from the later period of 19th century as well. Some of this sort of grammar is comprising of the philosophies of the historical relative study of language; some of them is comprising of modern language phenomena.

Normally speaking, both of them take the stance of descriptivism, trying to elucidate the modification of language and the application of language objectively.” (according to the Yin, in the year of 1990)

Longman dictionary of language teaching and applied linguistics has given a comparable description: Conventional grammar is “a grammar that is usually relied upon earlier grammars of Latin or Greek and used to some sorts of language, each so usually erroneously.”

And it has given an example to validate this, “Some of the grammarians enumerated that the English had six CASES because Latin had six cases. These grammarians were in majority of the case inflexible and notional in their tactic.

Even though there has been a trend in the focus towards the application of grammars that integrate more modern move toward to the language depiction and language teaching, some of the schools still uses the application of traditional grammars.”

5.3.2. Grammar Translation Method

The direct influence language teaching attained from the conventional grammar theory that is grammar translation tactic of language teaching. A typical lesson that is directed under the guidance of this strategies bears the subsequent aspects or factors:

1. The primary objective of foreign language teaching is to read materials written with the assistance of foreign language, for instance, reading foreign classics, so written language is comprising of than oral. The primary aim of the foreign language learning is to transform that foreign language into the mother tongue of any individual. If a student can do this, he or she has become more successful in the study of foreign language (Figure 5.5).



Figure 5.5. *Grammar translation method.*

Source: Image by Wikimedia.

2. Due to the capability of oral language is not the primary aim of this kind of teaching, as an outcome in various numbers of learners who have learnt even more in comparison to the time interval of ten years, still could not apply it to engage with the native speakers of the language he or she had learnt.

3. Teachers are the complete authorities in the class. Students are just absorbers, busy with writing down each comprehensive of the knowledge teachers give them. The class is majority of the times teacher-centered.
4. Langue form, that is grammar, is emphasized. Students are always inspired to grasp this part. In a way to make students admit this part evidently, teachers always use their native languages to express the lessons. They commonly employ the instance sentences to validate the grammar rules they have just taught; students are requiring to follow the examples to make sentences with the assistance of the grammar.
5. The contents of texts are usually uninhibited. As an substitute, the texts are every so frequently applied as the material for teachers to portray those long and inclusive grammatical issues.
6. Students are required to start to read classics at an early stage of their teenage.
7. Students usually only do one sort of exercise. That is transformation.

5.3.3. Evaluation of Grammar Translation Method

In the contemporary interval of time, when it has been looked back into the time to reconsider grammar translation tactic again, it gets the following judgments:

- It overstated the job in the learning of a foreign language.
- It emphasized too much on the information of language, unnoticed the training the language potentials.
- The whole procedure of the foreign language teaching is automated, out of the touch of real language environment, no realistic meaning.
- It pays majority of the emphasis only to written language rather than spoken language.

Nevertheless, people shall never overlook that grammar translation strategies that play very crucial role in learning of foreign language. Its participation is still prodigious.

5.4. PSYCHOLOGICAL GRAMMAR AND THE LANGUAGE TEACHER

It is still unclear if this theory was inspired by the basic application of grammar or by the tough work that required participation in the process of teaching grammar to students. Despite the fact that both interests are intertwined throughout the book in equal measure, it was only during discussions with the superintendents that the primarily psycholinguistic basis proved deceiving. It has been pointed out to them that the test did not focus so much on how to teach a language as it did on how to teach language in and of its own.

The fact that the presence or absence of a single small word may have such a significant effect or effect continues to be a source of some surprise to me. The goal is to draw some of the representations that have been offered as preliminary calculations of the processes that administer clear behavior in order to make them more understandable. The dialog that follows, then, is one in which the topic of what constitutes a psychologically genuine language is defined within the context of this epistemological background:

People were unsure if the answers to the issue resided primarily in the areas of linguistics, anthropology, or pedagogy as they pursued this line of investigation. Choosing the first appeared to be the most logical decision, and the previous undergraduate studies in linguistic anthropology had provided them with views into the realms of ethnography where the kinds of language and the designs of culture collided, which seemed to make sense (Figure 5.6).



Figure 5.6. Psychological grammar and the language teacher.

Source: Image by USembassy.

The practical incentive, of course, came from the foreign language and second language schools that individuals had spent a significant amount of time in over a period of several years. The wide range of motives, goals, and sources in this thesis, as well as its placement within the large field of research known as applied linguistics, make it an excellent match for the field. Despite the fact that the theoretical rationale for the thesis is prevalent, the practical rationale that underpins it is also relevant.

It is possible to parallel the inquiries of descriptive linguists into the nature of language with the assistance of a legitimate request from a practitioner for any insights that would be of use in the teaching rooms. This examination is concerned with the theoretical growth of the language instructor and is conducted in a classroom setting. Consequently, it should be noted right from the start that, though language learning is the primary aim of all language education, it is not the primary objective at the time of the lesson.

The discourse that will follow will only briefly touch on the latter, and it is not intended to be a comprehensive analysis of learning methodologies or learner approaches, much less a hunt for the chemistry of the best methodology. Specifically, the researcher McIntosh, Halliday, and Strevens (1965) stated to as the methodic of language teaching, that domain where linguistics and teaching space instruction are fused together, is the primary focus of this study project.

5.5. LANGUAGE TEACHING: LINGUISTIC THEORY IN PRACTICE

Is it possible to comprehend and use theories of language development effectively in the context of language education? The instructor brings the relevance of second language acquisition (SLA) research to the language teaching area to a climax by presenting a variety of linguistic points of view ranging from formal to functional to cognitive. The researcher known as Whong explains the core concepts of Chomskyan linguistics before investigating the simplifications regarding SLA and their implications for the process of language instruction.

The formal reproductive technique or tactics, well-known methodologies or tactics of language education are highlighted, and the extent to which the linguistic theory is appropriate to the various numbers of methodologies or approaches is examined in further detail. Here one can find an explicit

discourse on language training from the perspective of formal linguistics. The important features are the following:

- Demonstrates how to translate theoretical concepts into classroom practice by deconstructing a lesson plan.
- Every chapter includes sections for discussion at the end of each chapter.
- There is also a glossary of terminology and concepts that are important in the discipline.

In the same way that the answer to this question appears simple at first glance since language is such a natural aspect of the lives of ordinary people, it is also one of the most difficult inquiries to resolve. However, what really is language. If any individual discovers that he or she is unable to answer this question in a satisfactory fashion, or if he or she discovers that any individual has a large number of alternative answers to this question, then that individual has taken a step closer to understanding the complexity of the language.

It is extremely important for a language instructor to be able to articulate what language is in order to effectively teach it. Up until now, the language that instructors or tutors have attempted to teach has not been determined by simple attempts. The first and most important goal of this paper is to ponder some of the numerous possible responses to the issue of what language is. The second goal is to investigate what humans or people know about the development of understanding of language (Figure 5.7).

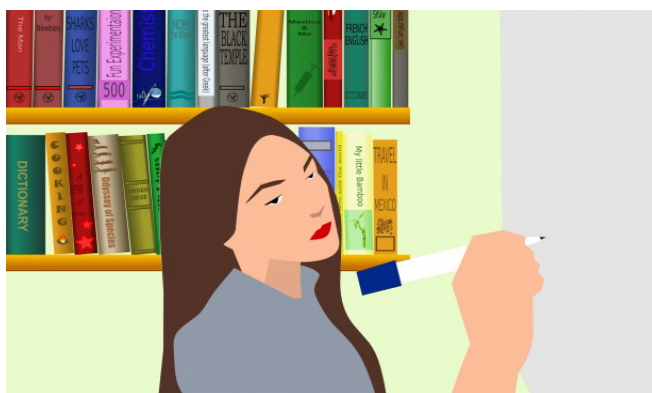


Figure 5.7. Language teaching: linguistic theory in practice.

Source: Image by Public Domain Picture.

They will serve as a backdrop for the primary goal, which is to demonstrate the way a knowledge of ideas in theoretical linguistics may lead to an improved understanding of language instruction within the confines of a classroom or teaching environment.

5.5.1. The Form or Function Divide

Language may be classified in terms of oppositions, which is a useful exercise for sorting out the complexities of its ambiguous meaning. One point of disagreement among linguistics academics is whether to see language as a type or a form, or whether to see language as a functional entity. The language as form is well thought out in terms of the design or pattern of the language itself, but language as function is more concerned with the job that a language does in order to make interaction between large groups of people much simpler.

The two points of view do not have to be viewed as mutually exclusive; in fact, they are complementary in certain respects. An approach to language that has its roots in what was once known as Structuralism is referred to as language as form in today's *lingua franca*.

5.6. LINGUISTIC THEORY & RESEARCH: IMPLICATIONS FOR SECOND LANGUAGE TEACHING

It has always been the case that linguistic theory and research have had some influence on second language education, though to a lesser or greater extent. This conversation first discussed the many varieties of linguistic theory, including structural, generative, and, last but not least, functional linguistics, and how they differed from one another. All of these ideas have had an influence on second language teaching, and then there was a controversy about some current SLA research that has very major implications for second language teaching (Figure 5.8).



Figure 5.8. Linguistic theory & research: implications for second language teaching.

Source: Image by Needpix.

5.6.1. Early Developments

The audio-lingual technique, that is founded on structuralist linguistics and also the behaviorist psychology, was the most influential teaching approach during the era during the decade of 1950 and the starting years of decade of 1960, when linguistics had the most influence on second or foreign language learning. On the basis of a structural language principle or ideology that could fluctuate without limitations and the behavioral theory of the formation of habitual habits, second-language education was well deemed a key factor in the development of a new habits that are the target language with the help of overcoming the old mother tongue habit. Thus, it was assumed that the majority of the learning effort or struggle resulted from the alteration or change that took place between the first language (which is marked by the letter L1) and the second language (which is marked by the letter L2)

The contrastive analysis hypothesis was a very essential or perhaps critical instrument in the development of this method. With the use of comparisons between the learner's first language and the target language, it was hoped that a better understanding of the area of struggle might be gained, resulting in more productive, effective, and efficient teaching of linguistic structure overall. These sorts of procedures, which were highlighted in the

audio-lingual tactics, were structural oral drills, which have the primary goal of assisting learners in acquiring the structural qualities of the target language through oral practice.

For example, via oral exercises, replacement, conversion, and memorization, learners were supposed to determine the habits of the L2 structure while seeking a solution that would interfere with L1 as per Lado, in the year of 1957. The Chomsky generative transformational grammar had begun to alter or modify the scene in the study of linguistics, even if the audio-lingual method remained popular during the 1960's time period. Neither structural linguistics nor behaviorist psychology placed any emphasis on anything other than observable behavior, which is to say that hypothesizing non-observable constructs was natural in both fields of study (Figure 5.9).



Figure 5.9. Implication for second language teaching.

Source: Image by Pixabay.

Chomsky's transformational, generatively generative grammar has never been less advanced not only by applying unobserved structures, for example, as well as by profound structures and transformation, but also by asking deeper questions, for example, why the language has the form and how people get it. After becoming orthodoxy in theoretical linguistics during the period between 1960 and 1970, Chomsky's generative transformational grammar has become widely accepted today as stated in the Newmeyer, in the year of 1986. It also had a role in the demise of behaviorist psychology

and the rise of cognitive psychology, which is more concerned with mental power and ability.

When structural linguistics and behaviorist psychology died, audio-lingualism was left without a theoretical foundation to stand on. Furthermore, some sorts of empirical investigations that would have supported the contrastive analysis hypothesis for example, those published by Whitman and Jackson in the year 1972 were found to be insufficiently supportive. Furthermore, it has been made known that not all mistakes produced with the assistance of learners are the result of L1 meddling; some mistakes are the result of creative processes like as hypothesis testing and are hence acceptable like intra-lingual mistakes, as per Richards, in the year of 1971. The validity of audio-lingualism had eroded by the late 1960s, when it had lost both its theoretical and empirical validity.

5.7. LANGUAGE TEACHING APPROACHES

A distinction is frequently noted between learning mother tongues, learning second languages, learning foreign languages, and learning all three at the same time. The language that a child learns as he or she grows up is referred to as the first language or mother language. When migrants arrive in a new country or a new location where the spoken language is different from the one, they were used to and acquire the language of that country, they are said to be learning a second language in that country.

When English-speaking pupils in different parts of the United States learn French or Spanish at school, or when Brazilians learn English in Brazil, they are essentially studying a foreign language. In the field of English as a second language (ESL), there are two acronyms ESL and EFL English as a foreign language. A large variety of theories on the learning and teaching of languages have been proposed, each with its own set of assumptions.

These sorts of ideas, which have typically been influenced by breakthroughs in the fields of linguistics and psychology, have prompted the creation of a plethora of different approaches for the teaching of second and foreign languages. In the current period of time, applied linguistics is the study of these sorts of ideas and how they influence language teaching practice in the present period of time. In the case of the grammar-translation method which was used in the 18th, 19th, and early twentieth centuries, for example, it was one of the first approaches that was based on the traditions that language is primarily graphic and that the primary goal or objective of

second language study is to build knowledge of the structure of the language either to use as a tool for literacies or to use as a tool for communication.

Based on structural linguistics also known as structuralism and behavioristic psychology also known as Skinner's behaviorism, the audiolingual methodology, which was very popular from the 1950s to the 1960s, places a strong emphasis on the spoken language as an alternative to written language, as well as on the grammar of a particular language also known as the grammar of a particular language. The primary tasks are memorizing through repetition, role-playing, and structural drills. The audiolingual techniques, in contrast to sets of courses and books, do not rely as heavily on the creative potential or aptitude of the instructor and do not demand a high level of proficiency in the language, which is constantly challenged.

As a result, they are simple to implement, inexpensive to maintain, and remain in use today because to the availability of a large number of packaged language courses more specifically in the regions of Brazil. Vygotsky and Piaget were two cognitive psychologists who came up with hypotheses that helped to explain the limited effectiveness and success of traditional or conventional prescriptive and mechanical techniques of language education in the mid-twentieth century. The natural communicative theories of this sort serve as the foundation for the development of new natural communication technologies.

In the early 1950s, a researcher by the name of Noam Chomsky and his followers threw down the gauntlet in the context of previous assumptions made about language structure and language learning, asserting that language is creative not memorized, rule governed not based on habit, and that universal phenomena of the human mind underlie all language. This Chomskian revolution initially increased the amount of eclecticism in teaching, but it has more recently shifted its focus in the direction of two main branches of teaching approaches, the first of which is based on the charismatic teaching of a single person, and the second of which is based on the content communicative methods, which attempt to integrate what has been learned in the most recent interval of time. In recent years have seen an important shift in the direction of greater emphasis on reading and writing as a complement to listening and speaking.

This shift is being driven by a growing awareness of significant differences or differences between spoken and written languages, as well as the notion that people are coping with a language that is composed of

communicative elements such as words and phrases. There have been developments such as a greater emphasis on individualized instruction, more humanistic approaches to language learning, a greater focus on the learner, and a greater emphasis on the improvement or development of communicative competence as opposed to merely linguistic competence, among other things (Figure 5.10).



Figure 5.10. Language teaching approaches.

Source: Image by Pxhere.

5.8. TRENDS IN APPLIED LINGUISTICS

The investigation into language teaching and learning, as well as teacher education, is being conducted under the umbrella of applied linguistics at the moment, with particular emphasis on the ideas of alertness, consideration, and learning of the language, emphasis on forms for language learning, learning from normal conversations, patterns of educator-scholar communication, task-based learning, and teacher education. In the recent years, language study has focused on processing information, the relevance of more broad ideologies of perceiving language learning, the urgency of language skills arising from extended significant disclosures and proper practice, and the vigilance of language application and objective. In this study, emphasis has been focused on learning that is based on assignments, learning that is based on content, strategies-based training, and a return to learning that is focused on specific language abilities.

A similar transition has occurred in the development of language educators, who are now moving in more innovative ways. In 1998 Widdowson

argued that some interactive orientations with a general focus on the validity and input of the natural language might misinterpret the true purpose of language learning and ignore the effective backdrop for language education. Moreover, Widdowson said strongly in the year 2000, that linguists must aid educators throughout their mediation, standardizing language knowledge, including the grammatical, relevant, feasible, and certified examples, with all the characteristics of hymes conception of communicative competence.

The education of language educators has received additional attention as a result of the increased focus placed on it. But as times progressed, the transition took place while the professors were in the tasks of action observations. In the decade to come, the tendency to educate teachers to reflect on teaching and learning effectiveness in the local school environments will grow.

A second point of emphasis that has gained traction in debates among applied linguists is the section on serious research; this term encompasses serious alertness, critical discourse examination, critical pedagogy, scholars privileges, critical assessment practices, and ethics in the assessment of the language, among other things. Nowadays, the concept of serious studies instills a sense of urgency that has not yet resulted in widespread assistance for people who are dealing with a variety of language-related challenges of varying degrees. It is almost guaranteed that this debate will continue in the future decade.

A third significance is on the uses of the language in theoretical, disciplinary, and proficient fields. This examination notices the strategies where the language is used by the individuals and in messages or texts in a few theoretical, professional, and professional settings.

It additionally put stress on how the language can go about as a gatekeeping activity or can make the incomplete issues for those people who don't know about the appropriate rules, assumptions, and guidelines of speaking. In the academic background, the essential issue lies in perceiving how the class and register assumptions make the establishment for viably arranging scholarly work (Figure 5.11).



Figure 5.11. There are major trends that have been developed in the modern times along with development of the technology that has already overtook the entire world.

Source: Image by Pixabay.

Another stress centers on descriptive assessment of the language in real backgrounds and the portable use of the examination are corpus linguistics, register difference, and genre distinction.

According to some of the experts a breakthrough usages of corpus linguistics continue to be the Longman grammar of verbal and written English. It is completely based on the attested incidences of the usage of language in a very great corpus of English.

However, the key part does not remain in the corpus data, though in the contemporary examination and represents the individuality of the grammar. The other major usage of corpus linguistics comprises of a greater number of educator- and learner-directed resources.

A fifth stress in the field of applied linguistics examination focus on bilingual and multilingualism communication in institute, work or other professional backgrounds and society or policy matters at the local as well as national levels.

The majority of the individual all around the world are bilingual at some level, and in light of the fact this bilingualism is connected with the need to arrange the states of the existence with other social and language gatherings, this field of examination is considered imperative to applied semantics issues.

Multilingualism covers the issues related with bilingual schooling, migrations of bunches of people to the imaginative language foundation, fairness, and impartiality in common administrations, and language policies that are connected to the applications of the language.

The other major stress focuses on the changing conversation in language testing as well as assessment. During the past period, the space of the evaluation of the language has taken on a few quantities of critical issues and topics that have complexities for applied linguists usually.

For the language testers, validity sustains to be the main theme. In addition, it has been reinterpreted over the past decade. Validity in its innovative interpretation has really strong and effective implications for different fields of applied linguistic research and data collection. It is not just a concern for assessment practices.

In the process of language evaluation, the additional major transmission is generally critical implications for applied linguistics. Much more emphasis has been given to evaluation for learning (sometimes discussed as formative assessment).

The key objectives for the language assessment have substantially moved from assessing what the scholars can do at a specified moment to using assessment as a way of improving the efficiency of learning on a continual basis.

The goal is to see the continuous assessment of the student to learn. This pattern is potentially to increase altogether in the impending time frame. All the more typically, the stress on the uses of the technology, ethics, progressed examination systems, the parts of normalized valuation, principles for demonstrable skill, and genuine language testing are on the whole updating the assessment of the language and, likewise, applied etymology.

A seventh point of significance focuses on the belongings and discernments offered by the neurolinguistics and brain investigators connected with language learning and uses of the language. The potential and the benefits of the examination in neurolinguistics and the impact of language learning on mind handling may not be an earlier issue of applied linguistics.

However, the significant advances in the associations amongst the brain functioning and language learning (contains proficiency expansion) suggest that the originations of the examination from neurolinguistics may become too important to even think about disregarding.

The impact of education training, literacy learning in a few assorted dialects, and working out with the language inability students on the handling of the brain has improved in the current years.

5.9. COMPUTATIONAL LINGUISTICS

Computational linguists improve the computer systems that basically handles with the human language. They want a good recognition of both programming as well as linguistics. This is regarded as a scientific field that is very challenging. On the other hand, proficient computational linguists are in the high need and are highly paid.

Computational linguists make such kind of systems that can do variety of assignments. These assignments comprise of the speech recognition (for instance, Siri), machine conversion (for example, Google Translate), speech synthesis, grammar checking, text extraction and other applications of “Big Data,” and many others.

Also, there are various professions in the field of linguistics that are linked with the software industry. It does not necessarily require a lot of programming background, for example, speech data observers, linguistic data directors, annotators, and localization experts.

5.9.1. How to Get into Computational Linguistics

- **Programming:** There are different courses and departments of studies that help in acquiring the knowledge related to the computer engineering and computer science. In these departments and courses, the students are basically taught about various series of courses that start with course of critical thinking in the digital information age and the course of introduction to programming and problem solving. The students are highly motivated to take up these courses so that they have a knowledge about the linguistics of the computational fields. Also, there are many free online courses available such as EdX's Python course. These courses are very helpful in providing the information about the computational linguistics
- **Linguistics:** The most suitable academic program for the computational linguists is those that efficiently explain the structural features of the language. The key features of language are syntax, semantics, phonetics, phonology, usage trends and

variation in the subsystems of sociolinguistics, psycholinguistics. These programs aid in acquiring knowledge about the research approaches.

5.10. MAJOR TECHNOLOGICAL INNOVATIONS IN THE THEORIES OF LINGUISTICS

The technological inventions are regarded as the key part of English language learning and teaching. However, not all have similar kind of enduring influence. The exclusivity of certain inventions will drain at some point of time, and there are rapidly increasing concerns linked with the safety as well as confidentiality of the data. Inventions that come up with the solid education customs will persevere through the test of various time periods.

5.10.1. Blended Learning

As the instructors join the digital media with more obsolete sorts of educating, their scholarly educational program materials and assets portray the pattern. The combined pre-sessional course given by the king's English language center (King's College London) relates the face-to-face sort of learning and course educational program that is available on web.

For the instructors who need to interface their everyday teaching with the applied online tasks and assignments, Lindsay Lindfield and Jill Hadfield's Interaction Online, inventive tasks for mixed learning center around the communication amongst the teachers and the students.

5.10.2. Mobile Learning

The assets present on the online platform are easily accessible with an application on the cell phones. Wordable (Playlingo Ltd. with Cambridge University Press) changes the vocabulary learning into a fun activity, funny, and competitive game one could play with their mates. It has inherent, divided replication and dynamic strategy for review realizing which helps in making the new words adhere to the memory of the student (Figure 5.12).



Figure 5.12. Mobile learning has been a quite upcoming trend that has influenced various readers all over the world.

Source: Image by Flickr.

These days, English learning make use of the mobile technology so as to provide free of cost resources for the learners as well as teachers, consisting of flashcards, phrasebooks, lesson plans and assignments. Meanwhile, Tri Pro English web pages and mobile applications provide effective assistance to the students in order to exercise their listening with the help of free, high-quality recordings segmented into levels and joined with comprehension queries.

5.10.3. Gamification

LearnMatch (VE Vision Education GmbH), attractive to football-lovers make significant use of the training sessions, leagues, and cup games, friendly contests, in order to make the vocabulary learning entertaining as well as fun activity for the young learners. Get set, go! phonics (Oxford University Press) make use of the chants, melodies, and games to help advance the phonological alertness of pre-school kids.'

Learn languages with Ruby Rei (Wibbu) on a larger scale involve the students into a communicative adventure game. These students have to make efficient use of their language skills so as to negotiate, work together

and create long-lasting friendships. They do this to escape from an elapsed planet at the edge of the world. Any type of learning that takes place is supplementary in nature.

5.10.4. Embodied Learning

Personified learning is based on the concept that the learning is not only related to remembering. It also comprises use of the brain and the body, conversing, discovering, working together, etc. The students want to be intelligently, emotionally, and communally involved.

Different academic programs such as the doodle town (Macmillan Education) uses the graphic, acoustic, and hands-on activities so as to inspire as well as encourage learning, getting the young learners to draw, make, and be inquisitive.

Orbit (Richmond) improves the socio-emotional as well as intellectual skills of the young students by the support of a language academic program that follows the story of a ferret and kids who go for the entertainment in multiethnic surroundings.

5.10.5. Inquiry-Based Learning (or ‘Learning in a Complex World’)

Certain cases in which the teachers come across different academic materials that can be idealistic as well as simplified, leading the teachers to consider if the teachers are accurately giving knowledge to the learners and preparing them well for real life in the modern world.

The academic program like fast track 5 (EF Education First Ltd) and wider world (Pearson with the BBC) uses authentic videos along with auditory information to make the young students interact to the actual world.

They motivate the young learners or students to practice the soft skills as well as interactive skills that are highly needed to take part in global societies of the 21st century. Targeting the grown-up learners, perceptions (national geographic) make effective use of the real-life stories and TED talks to motivate the students to think in a serious as well as creative ways.

Danny Norrington-Davies’s teaching grammar: From rules to reasons (Pavilion Publishing) is an alternative approach used for educating grammar to the learners. The educators and the students explore how the authors make use of the grammar to express themselves in the real life.

For an instance, Hugh Dellar and Andrew Walkley's teaching lexically (Delta Publishing) join in the teaching of grammar and language for more competent teaching space practice, despite of streamlining the language into a more outdated 'grammar + words' view.

5.10.6. English as a Lingua Franca (ELF)

At the time when the idea of ELF was primarily debated by the educators, authors, instructors, and trainers, it was contentious in nature. A lot of them declined considering how the idea of English as a universal language might fit into academic program materials and language teaching.

At present, the learners must study resource materials such as PronPack 1–5 (Mark Hancock) taking a non-conceptual method to accent, despite of paying attention on the improved intelligibility as the purpose. By making use of the elements of blended learning as well as gamification, this pronunciation academic program does not give the support to the learner sound British or American. However, on the other hand it helps in preparing the learner to make use of English in the worldwide field.

5.10.7. Multi-Literacies and Trans-Language

In all around the world where English is regarded as a common language of communication along with other languages, knowledge related to other languages is regarded as a skill or an asset. Instead of clearing the primary language of the learner, the educators are motivating the learners to make use of their own languages.

This requires compound communal along with cognitive skills. Comparatively, the teaching spaces that were just concentrating on the English are progressively becoming a thing of the historical time. Such type of linguistic variety is celebrated in different academic programs such as the family skills toolkit (Learning Unlimited Ltd) that motivates the parents along with the careers of children learning English to see their bilingualism as an advantage.

5.10.8. Supporting Learners of Specific Needs

With the effect of globalization, glocalization (refers to the adaptation of any type of global product so as to match what the locals actually need in their respective nations) turns out to be most critical. There is a high need of understanding learners in a best possible manner.

This will eventually help the educators in developing a customized academic curriculum that will provide them with the appropriate knowledge that is needed for their mental as well as personal growth and development. For an instance, a handbook titled as ‘Learning English: English for health and social care workers’ by Ros Wright, is helpful in providing the learners the knowledge of medical terminologies. It also helps in giving the knowledge of skills, strategies, and measures that are applied in the medical field.

5.11. CONCLUSION

This chapter throws light on the different aspects of linguistic theory and language teaching. It talks about how linguistics guides teaching or it’s a language pedagogy. It briefs the reader about the definition of traditional grammar and the grammar translation method, the evaluation of grammar translation method.

Its emphasis on the psychological grammar and the language teacher and their methods of teaching, the division of forms and functions, linguistic theory and research, the implications and early developments. It also deals with the various language teaching approaches, trends implemented in the applied linguistics as well as the computational linguistics.

It outlines the major technological innovations in the theories of linguistics like the blended and mobile learning, gamification, embodied learning, creating, and sharing contents etc. It also focuses on the learning and teaching management platforms, multilingualism, and ELF on the up.

Towards the end of the chapter, it outlines the concept which talks about how the machine translation will continue to become more sophisticated which also includes the increasing demand for video translation, a changing global trade and regulatory landscape will demand a focus on compliance, and how voice search will revolutionize multilingual search engine optimization.

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Chapter

6

Strategies for Language Teaching

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Strategies for language teaching can be described in many ways by different people and different organizations, and those definitions are provided in this chapter. There are several strategies that are used for teaching language other than your native language. This chapter is all about the same thing. It describes wholly about the strategies and methodologies adopted for language teaching.

There are a number of types of language teaching methodologies such as direct method, grammar-translation method, audio-lingual method, communicative teaching method, structural approach, suggestopedia, total physical response, communicative approach and the lexical syllabus. This chapter contains a table which compares the strategies assessment types. In the end, the chapter provides the benefits of teaching a foreign language.

The learning strategies for learning any language is not a very new method. There are so many studies that have been conducted in this direction to establish various planning and strategies for the new learners of a language by linguistic experts so that they can easily speak the language.

The most known strategies have been given by Oxford, Rubin, etc. In this chapter, there has been an attempt to explain the characteristics, importance of learning language strategies.

6.1. INTRODUCTION

Language learning procedures are viewed as the shift from focusing on teaching and teachers to learning and learners. Such shift that is the language learning strategies are explained by numerous individuals or association, for example,

- As explained by Cohen, the language learning techniques are ‘one likely valuable change in educator jobs is from that of being only the controller, instructor, and manager to that of being an agent of change – a learning facilitator, whose job is to assist his or her students to become more responsible and more independent for their own learning.’
- Language learning strategies are characterized by Tarone as “the endeavors that are done to evolve the sociolinguistic and linguistic skill in the target language – to consolidate these into one’s interlanguage capability.”

- The learning strategies are defined by Weinstein and Mayer as ‘thoughts and behaviors that a student engages in during learning’ which are ‘deliberated to impact the student’s encoding process.’
- All the more explicitly, later on, Mayer explained it as the conduct of a student that is deliberated to impact how the student processes information.
- Weinstein described the learning strategies as ‘learning strategies are viewed as any thoughts or behaviors that facilitate encoding so that knowledge retrieval and integration are improved. All the more explicitly, these behaviors and thoughts constitute organized plans of action intended to accomplish an objective. Instances of learning strategies incorporate actively paraphrasing, rehearsing, elaborating, outlining, summarizing, and imaging.’
- Rubin described the language learning strategies as ‘contribute to the advancement of the language system which the student builds and directly influence learning.’
- Language learning strategies as described by Oxford as ‘particular behaviors, techniques, steps, or actions that students often intentionally utilize to enhance their progress in evolving L2 skills. These strategies can facilitate the storage, use, internalization, or retrieval of the new dialect. Strategies are tools for the involvement of oneself important for evolving communicative ability.’

The above given definitions provide an overview of how the researchers see the language learning methodologies. Particularly, in the sociolinguistic or linguistic aspects of competence, the researchers started to focus on the product of learning strategies. Afterward, they began focusing more on the procedure opted for learning and from this, the categorization of the language learning strategies was done.

6.2. FOREIGN LANGUAGE TEACHING STRATEGIES

In this era, presently modern foreign languages are evolving. Alongside it, the method of learning and teaching them is changing additionally. It is exceptionally critical to increasing the number of students who ought to choose to learn a language at high levels.

Furthermore, for that reason, it is needed to have some approaches to teach the language and a few strategies ought to be utilized by the educators to increase the engagement among the young students to raise their potential and interest to study the language at high levels or for a longer time (Figure 6.1).



Figure 6.1. Children studying languages.

Source: Image by Pixabay.

There are various different teaching methodologies and strategies which have been utilized for quite a long time around the world, in order to engross students with language learning. It is required to make language classes more informative, motivational, and enjoyable for adding some enthusiasm in the students for modern foreign languages.

The art of language learning can likewise significantly improve English skills. For the speakers, who have English as a local language, they can get an opportunity to get familiar with the language, and henceforth, it will give a wide knowledge and understanding about the grammar patterns as well as the structure of the English language. This can end up being the expertise that is significant in high-level careers.

There are a few professions or careers in the areas like military or security, international politics, the acceptance of different cultures, and sustainability that truly need to employ those individuals who have foreign language skills. The international relations that are for the most part needed in these areas need to work with the linguists else; they can clearly become messy. To change the world, individuals ought to be experts in any foreign language.

The learning of a foreign language also builds skills like the acceptance of the diversity and different cultures present in the world. The capability to communicate in various languages opens the prospects to communicate in other languages with individuals from various communities and countries to make connections thus to get an opportunity to find out about various cultures in the world that make our planet so rich with diversity.

The language classroom, whether offline or online, should be very exciting as well as fun, and for that, there ought to be an approach for learning the language, and it ought to be made varied and interactive. There are a few strategies and approaches that ought to be propelling enough for the students to make them learn languages.

Each strategy and method have contributed new components, and they have endeavored to manage the issues that are present in language learning. Notwithstanding that these strategies are acquired from various contexts in history, they have utilized diverse educational and social necessities and, accordingly, thought about various theoretical aspects.

Prior to executing the teaching strategies more efficiently and effectively, the educators should consider certain inquiries:

- Who the students are?
- What is their present status of language capability?
- What sort of requirements they have in regard to communication?
- The situations where they will utilize that language in their near future?

6.3. TYPES OF LANGUAGE TEACHING METHODOLOGIES

It has been seen that teaching language is considered as the dishonest history even it is fascinating. On the evolution of the teaching methods, there has been debates over the last hundred years. There are some methods such as direct method, grammar-translation method, communicative teaching methods and audio-lingual method etc., which are considered most popular.

From the social, political, educational circumstances or economic these methods are being derived and partly from the experience practically, partly from the considerations of theory, intuition, and inventiveness, and they are a part of language teaching theories.

Though, it can be said that characterization is done by the over the strategies represent a combination of language teaching beliefs but emphasis on the single aspects as the central issue of the language teaching as well as learning.

6.3.1. The Direct Method

It has been noted that the direct method took place in the 1690s. To perceived inability of another method such as grammar-translation method in order to teach the learners to communicate genuinely is emerged as the response. In the grammar-translation method, rather than showing the way to speak the targeted language learners targeted the language (Figure 6.2).



Figure 6.2. Teachers teaching students.

Source: Image by Flickr.

The other name for this method is the natural method. In the country Germany and France, it was established. To the limitations of some other methods, it was now considered to be an answer.

But there is no translation in the direct method. In the targeted language, all the communication is done directly, and it can be said that the mother

tongue is expressly forbidden. To explain the vocabulary, visual aids and miming are used. In this, at their part writing are also important and the speaking as well as listening are given priority and also, reading. It has been said that grammar is being understood and not fixed.

Some of the typical features of a lesson direct methods.

- In the targeted language, it is required to be.
- It has been said that it should be learner centered or teacher.
- Teachers can explain new vocab with pictures, realia or miming, so it should be provided.
- In the targeted language, it should encourage students to speak and that too in real contexts.
- There is a need to encounter the examples rather it should not teach students the grammar explicitly and should be asked to work under the rules.
- By using some new words in the context vocabulary needs to be practiced.

There are some features which are included by this method:

- For any of the classroom activities, translation is not used. Only on the targeted language these activities are overall based.
- Any of the activities which are based on reading and writing, oral teachings are given priority.
- By the verbal comments like go to the door, open the door, or close the door is being accompanied by the use of chain activities.
- In this method, in an adequate linguistic form in the targeted language, the presentations are provided to them in an adequate manner and grammar is taught originally.
- To teach the concrete vocabulary, this method uses realia. It has been seen that to teach the abstract vocabulary, there are associations of ideas which are used.
- On the correct pronunciation and correct grammar this method focuses on.
- through modeling and practice teaching in this method is being done.

There are some techniques which are being used in this kind of method for teaching purposes.

- There is a need to read the texts loudly.
- Through the questions and answers, exercising is being done.
- There is a need that students should correct themselves.
- Into the native language there is practicing conversion of the targeted language.
- Exercise like fill in the blanks they are related to.
- Writing of dictation and paragraph.

For the language and teaching, there are some advantages of direct method over other methods opted and those are being listed below.

- As a natural method, the direct method is being considered, as in the most similar way as the mother tongue is acquired teaches the language. For the further teaching, learning is contextualized as in they only use the target language.
- It has been said that only in a targeted language there are some of the students who need to have a genuine conversation and, in this method, the main focus is on the speech because of teaching.
- It has been noted that through realia direct method was one of the methods which firstly introduced the teaching of vocabulary.

6.3.2. Grammar Translation Method

As the classical method, the grammar-translation method is known as. To teach the Latin and Greek, this method was used, so this said to be a traditional teaching way. It has been said that it was particularly in vogue during the 16th century.

On the translation of the texts, grammar, and practice learning of vocabulary was the main target of this method. So, it has been seen that in this method main focus was not given to the speaking and nor on listening the comprehension. As the academic subject and not like a means of oral communication is the main reason for which the Latin and Greek were previously taught more.

In many of the countries and institutions worldwide, this method is also being used commonly, and from an intellectual or linguistic point of view, there are still some people who are interested in the languages.

Though, in improving the ability to use the language for the purpose of oral communication. It does not do much.

In addition to it, there are some other methods or strategies of teaching language, grammar-translation which tends to be referred to be in the past tense. Worldwide it has been seen that it is no longer existed or have been replaced because fun and motivation is being provided by the communicative classroom.

In the case of the principal features of the grammar-translation, if a proper analysis is being done, then it has not been disappeared completely, rather its characteristics or principals are been used in centrally in teaching languages from its initiation and are still used today.

Various number of approaches are being used by the grammar-translation method. Apart from the fact, to read any literature in its original form or as simple as to be a form of intellectual development, the goal of studying any foreign language can be achieved.

In this method, the basic approach is to examine or study the grammatical rules of the language and then to practice it by using the grammatical structures by exploiting the means of translation both into as well as from the mother tongue.

On the written words as well as texts the grammar-translation method is much based and to present the rules of a particular topic from the grammar there is a usual approach that can be used and by using them many times with several texts explain its use and into the native language of the learner writing down the sentences and translating it.

A vocabulary list which is most often contain by the text, as with the text altogether with the translation into the learner's native language which further includes new lexical items which will be used. It has been said that the main control of this approach is the accurate use of language items.

By using the medium of mother tongue, the instruction is being provided which is further used to explain the conceptual problems and so as to discuss the use of any specific grammatical structure. As a remarkable success the grammatical translation method has seen over the year.

There are various languages that are being learned by the large number of the learners successfully and also with a high degree of proficiency. In many cases, with the native speakers of the language, there was no contact.

To the syllabus of grammar as it can provide them both the clarity of the objectives and a clarity of the sense of achievement, there are some types of learners who tend to respond very positively on this. On the other hand, to secure their mother tongue, there are some learners who tend and want the opportunity to relate the grammatical structures to their mother tongue equivalents. With a basic foundation, this kind of approach can provide its learners building up their skills related to communication.

6.3.3. Structural Approach

To be the direct result of the research structural approach is being considered, which was done by the British Council in Institute of Education, University of London. On the important concepts required for learning of a foreign language mastery of structures rather than acquisition of the vocabulary, this approach is generally based. In order to form a suitable pattern of sentence the meaning of structural approach can be the arrangement of words.

As the new approach or the oral approach, this approach is being named. In India to get this approach in trend is done by the state Tamil Nadu. After this to make this approach popular in the rest of the country, the Central Institute of English in Hyderabad played a leading role.

A scientific study of the fundamental structures of the English language, their analysis and logical arrangement is known as structural approach as per Brewington. While learning a foreign language, there is the basis of the structural approach, and it has been said that mastery in the structure is very important rather than acquisition of the vocabulary according to Menon and Patel.

The structural approach to English is defined as the teaching of particular selected structures in a certain order to the student. There are several groupings or patterns known as structures. It can be a whole pattern, or it can be part of any greater pattern.

Structures may be thought of as the instruments that a language uses to communicate. It should not be confused with the sentences in the paragraph. With the structures, any grammatical foundation is not necessary, whereas phrases are the grammatical order of words. There are four kinds of structures in the structural approach such as:

- **Sentence patterns:** When the word pattern is used in French, it refers to a model from which many other items may be created, all of which are of the same sort and shape. A sentence model,

consisting of several words, is called a sentence pattern. It might be of the same shape.

- **Phrase patterns:** A phrase pattern may be characterized as a word or collection of words that expresses a concept without having to start with a sentence or a clause, for example, on the desk, with a knife, at school, and so on.
- **Formulas:** Formulas are words that can be used only in specified situations, such as how are you? Good morning, good evening, etc.
- **Idioms:** Idioms such as born with a silver spoon, to err is human, to forgive is divine, at the eleventh hour, and other similar expressions fall into this group. This must be taught in its entirety (Figure 6.3).



Figure 6.3. Various idioms of English.

Source: Image by Flickr.

The structures with some qualities should be picked when selecting the structures. These are the features:

- The most commonly occurring structures, both in written and spoken language, are extremely effective for learning new concepts.
- For novices, basic constructs such as “I’m walking,” “you’re sleeping,” and other similar expressions should be used.
- At first, for example, the learning frameworks should be presented to the students, it is easier to educate them that I am standing

instead of thinking. The structures that are chosen should take into account the age of the learners and their ability level.

- The selection of structures should take into account the degree of the learner's ability to learn.

There is a gradation of structures that may be accomplished in the following ways:

- Things and people may be distinguished from one another by the structures;
- The use of buildings to locate them in space; and
- Using structures to keep them from escaping in time.

In addition to the frameworks taught in the structural method, content terms should also be taught to the students in the method. It is done because the training would become monotonous and uninspired if the subject terms are not included. Only the content words that have been jumped from the specific situations should be employed in the writing.

In the structural approach, there is a different technique for teaching that is followed. When using a structural method to teaching, there are five phases that must be completed. These are as follows:

Step 1: The teacher should give a presentation in a context when this is suitable.

Step 2: After the issues established in step 1, the students do oral drilling exercises.

Step 3: In the third step, the presentation should take place in a novel setting.

Step 4: The students practice oral drilling in the settings that have been established by the previous steps.

Step 5: All of the drilling has been completed.

According to F. G. French, there are three fundamental elements of the structural approach, which are as follows:

- The activity of the kid, rather than the activity of the instructor, is of paramount importance.
- The speech is quite significant in terms of establishing a strong foundation.
- To replace the sentence pattern of a learner's mother tongue with a targeted language sentence pattern, word arrangements should be

made in the sentence patterns of the targeted language, and it is necessary to develop language habits in order to do this.

6.3.4. Suggestopedia

Also called desuggestopedia is suggestopedia. Suggestopedia is a system that was established by Georgi Lozanov, a Bulgarian psychiatric educator who specializes in suggestion. According to the suggestology, it is a certain set of learning suggestions that you should follow. According to Lozanov, ology is a discipline concerned with the methodical study of unconscious and non-rational influences.

Suggestopedia is used to fight and redirect these effects in order to maximize learning. The suggested features include the décor, furniture, and organization of the classroom, the use of music and the authoritative conduct of the instructor. Some claims exist for studying suggestopedics.

In the words of Lozanov, there is no area of public life in which suggestology would be ineffective. The study of suggestopedia seems to be twenty-six times more rapid than the classical ways of learning. Lozanov asserts that his technique is as effective whether or not students spend time studying outside the classroom. He guarantees the academically talented as well as the ungifted success with suggestopedia.

6.3.5. Total Physical Response

Originally established in the 1960s by James Asher, a professor of psychology from the United States, the whole bodily response has now gained widespread acceptance. The complete physical reaction is based on the premise that physical movement helps to improve memory by associating it with the event in question. This strategy is closely similar to ideas of language acquisition of the mother tongue by very young pupils, in which the youngsters physically respond to parental orders, such as picking something up and putting it down, and vice versa.

Teaching a second language by whole bodily reaction is a strategy that has been shown effective. This approach is first and foremost centered on listening, and it is linked to physical movements that are intended to improve knowledge of particular fundamental concepts. The directions for any normal entire physical reaction activity might include things such, walk to the door, Sit down, and give maria your dictionary. These instructions are intended to be carried out by the pupils through the physical performance

of the tasks. Activities like this may be both inspiring and entertaining since they are conducted in a supportive school context.

6.3.6. Communicative Language Teaching or CLT

Communication-based approaches to language learning, which are based on the premise of language as communication, are used in language instruction. The purpose of language education, according to Hymes, is communicative competence. Chomsky's theory of competence and Hymes' communicative view of language were two opposing viewpoints on language that he sought to contrast with one another.

The ideal speaker and listener in a completely homogenous speech community, according to Chomsky, are the primary concerns of linguistic theory. They are not impacted by various grammatically irrelevant situations such as distractions, memory constraints, shifting of attention and interest, and mistakes since they utilize their understanding of the language during the actual performance. Specifically, Chomsky was interested in characterizing the conceptual powers that a speaker possesses, as well as how these abilities may be used to construct sentences that are grammatically valid in a language of one's choosing.

As for the linguistic theory, Hymes believed that such a viewpoint was sterile. A universal theory of language, he asserted, must include communication and culture as well as linguistic theory. Communication competency was defined by Hymes as a set of skills that a speaker must possess in order to be communicatively competent within a speech community. In the Hymes perspective, anyone with communication expertise is able to both use and use the language to the extent that something is formally possible, feasible in terms of its implementation, something appropriate in the context in which it is used and assessed, and something is done and actually performed.

This idea is connected to objects that are engaged in the language and hence gives a broader picture than Chomsky's perspective of competence, which mainly works with abstract grammar. Besides the functional account of language usage developed by Halliday in the 1960s, there is one other theory connected to communicative language education. According to the

definition, linguistics is concerned with the description of speech actions or writings, since only through the study of language in use can all of the functions of language, and hence all of the components of meaning, be brought into focus.'

Many prominent books and papers by Halliday present a powerful theory of language functions that supports Hymes's perspective on communicative competence. Halliday has written a large number of important books and papers that have had a significant impact on the field. When kids are learning their first language, language performs seven fundamental roles that are important to their success:

- **The instrumental function:** the language may be utilized to obtain what one desires.
- **The regulatory function:** the language is employed to exert control over the conduct of others.
- **The interactional function:** the language is utilized in order to establish communication with others.
- **The personal function:** language is used to communicate personal sentiments and meanings; it is also used to convey information.
- **The heuristic function:** the language may be used to learn and find new things through experimentation.
- **The imaginative function:** the language is utilized in order to build an imaginary world.
- **The representational function:** The language may be used to transmit information to other people or groups.

6.4. STRATEGY ASSESSMENT TYPES

The Oxford compares a number of strategy assessment methods, which is provided in the table 6.1:

Table 6.1. Comparison of strategy assessment types

Type of assessment	Appropriate uses	Limitations of use
Strategy questionnaires	<ul style="list-style-type: none"> Identify ‘typical’ strategies used by an individual; Can be aggregated into group results; A wide array of strategies can be measured by questionnaires. 	Not useful for identifying specific strategies on a given language task at a given time.
Observations	<ul style="list-style-type: none"> Identify strategies that are readily observable for specific tasks. 	Not useful for unobservable strategies (e.g., reasoning, analyzing, mental self-talk) or for identifying ‘typical’ strategies.
Interviews	<ul style="list-style-type: none"> Identify strategies used on specific tasks over a given time period or more ‘typically’ used strategies; Usually more oriented toward task-specific rather than ‘typical’ strategies of an individual; Depends on how interview questions are asked. 	Usually less useful for identifying ‘typical’ strategies because of how interviews are conducted, but could be used for either task-specific or ‘typical’ strategies.
Dialog journals, diaries	<ul style="list-style-type: none"> Identify strategies used on specific tasks over a given time period. 	Less useful for identifying ‘typical’ strategies used more generally.
Recollected narratives (language learning histories)	<ul style="list-style-type: none"> Identify ‘typical’ strategies used in specific settings in the past. 	Not intended for current strategies; depends on memory of learner.
Think-aloud protocols	<ul style="list-style-type: none"> Identify in-depth the strategies used in a given, ongoing task. 	Not useful for identifying ‘typical’ strategies used more generally.
Strategy checklists	<ul style="list-style-type: none"> Identify strategies used on a just-completed task. 	Not useful for identifying ‘typical’ strategies used more generally.

Source: Table from educatorpages.com.

6.5. BENEFITS OF TEACHING FOREIGN LANGUAGES

To study a foreign language there are many benefits for students but there are benefits for teachers also who are teaching those languages to their students. It has been said that when traditionally languages departments don't receive much funding and uptake rates for language degrees, it can seem to be a little redundant, and high school qualifications are continuously declining.

First and foremost, for the teacher it is much rewarding to see their students, which will help in gaining the confidence and improving their skills in the language as well as improving their speaking. In some other culture and learning, teaching students is seen as witnessing the students getting engaged about the world along with broadening their horizons (Figure 6.4).



Figure 6.4. Teacher-student relationship.

Source: Image by Pixabay.

To introduce all kind of fun activities into the classroom teaching any foreign language can make to teacher like some foreign music or films, food, traditional clothing, festivals, etc. It has been said that to take their students on the trip, sometimes teachers might get the chance so that the students can visually grasp the language being used at that place.

With a good student-teacher will also get the benefit, as with the help of communication there is the teacher relationship with many of the students. To a fundamental part of the student's life while learning the languages teachers are proved which is considered as one of the main reasons. With

their individual needs, there are many times when the teacher gets to really know their students and help them.

6.6. HISTORY OF LANGUAGE LEARNING STRATEGIES

By the many important writers, the concept of strategy is not as simple as it seems though it has been used, like in the year of 1976 Rubin was there, O'Malley in the year of 1966; and in Oxford in the year of 1990. As per the Wesche in the year of 1977 there is a consent a which is supported by some of the writers who use a conflicting vocabulary such as learning behaviors, Politzer, and McGroarty in the year of 1966, methods as per Seliger in the year of 1964 and techniques as stated by Stern in the year of 1992 more or less though not always same with the concept of strategy.

In this are it is considered as the initial research and in present times it has the widest reputation according to the Ruben in the year 1976. For the task of the present, the strategy is the concept that can be utilized due to this reason.

From the time of researchers, it has been seen that the consciousness has been patiently increasing such as Rubin in the year of 1976. There was a researcher by the name Stern who said that in the mid of 1976 in the language learning procedure as eventually of the importance of the strategies used by learners, as it is said for example, the horse can be bought to water but it must do the drinking itself, even with the best options, the learning can be done by students. In the year 1993 Nyikos and Oxford states that the learning starts with the learner only.

It has been seen that due to increasing awareness, as stated by Skehan in the year of 1969, there is a boom of activity in the area of language learning strategy research. Apart from this activity the describing and dividing language learning strategies is not considered as so easy task.

In the year of 1967, there is an indefinable nature of this concept, as stated by Wenden and Rubin. There is no agreement on what constitutes a learning strategy in language learning or the way it is different from other types of learner activities is described by O'Malley in the year of 1966.

In the debates of the language learning, there are learning, teaching, and communication strategies which are being generally connected and also get implemented to the same behavior. Among the strategy it has been seen that

there is no clear knowledge about definitions of particular strategies and about the hierarchic relationship though inside the group of activities, it is mainly frequently known to as learning strategies.

In the year of 1976 the Rubin stated that in this field, he is the most punctual specialist, and also provide an exceptionally wide meaning of learning systems as the strategies or gadgets which a student may use to secure information. In the year 1961, there is a difference which is being made between two sorts of learning process that is which contribute straightforwardly to learning, and individuals that support contribute by to learning.

Into the six types, the immediate learning techniques are being separated, as explanation or check, observing, remembrance, speculating or inductive inferencing, deductive thinking, practice, and the roundabout learning procedures and for training, generation traps isolated into two types that is making open doors. Correspondence techniques are being included by the Rubin under the certain traps.

Since learning procedures and the correspondence methodologies are seen by some as two very discrete signs of language student conduct, then this will be a questionable incorporation.

In the year Draker has stated that, for instance, between learning procedures and correspondence systems in light of the fact that correspondence is the produce method that draws an unmistakable qualification and learning is the information method.

A similar central method is being applied by large students, and it is recommended by the Dark-colored, for example, in learning and conveying the language rule transference is being utilized and their other correspondence procedures, for example, evasion or message deserting which don't bring about learning.

In the year 1966 the Ellis is considered as another expert, as for learning and methodologies for utilizing, including correspondence systems or "gadgets for making up for scarce belongings perspectives techniques are being provided and various appearances of a progressively broad wonder which he calls student procedures.

It has been seen that since skillful pay for the absence of etymological information may hinder the requirement for learning, then even it is also conceivable that fruitful utilization of correspondence systems may really counteract language learning.

An alternate perspective is being taken by the Tarone in the year of 1960. It has been said that correspondence techniques can extend language by helping understudies to state what they need or need to state. Irrespective in terms of linguistic or lexical terms, the correspondence it isn't impeccable, as correspondence the student will be presented to language input which may bring about learning and which in this way might be viewed as a learning system during the time spent utilizing the language.

As a learning methodology, the key point in this contention would appear to be that so as to be viewed instead of a correspondence system and to learn the necessary inspiration isn't to impart though. On the grounds of inspiration or aim the problems with separating between correspondence techniques and learning methodologies are nonetheless as in 1961 it is being identified by the Tarone and there is no chance to get of the figuring out that what persuade a student and to both learn and convey students may have a double inspiration, or that students may learn language notwithstanding when the essential inspiration was to impart. After this again in the year 1961, the association of learning methodologies to correspondence procedures is to some degree risky is stated by Tarone.

It has been said that there is no simple method for telling whether a methodology is roused by a longing to learn or a craving to impart, as it is being surrendered by the Ellis in the year 1994. Among the correspondence and learning procedures, this powerlessness to separate unmistakably does nothing to improve the choice with respect to what ought to or ought not to be incorporated into learning technique scientific classifications. For instance, in the characterization of the learning system, it is being identified as a particular mediation.

Rubin in the mid-seventies working at much a similar time, and in the year 1976, Stern build a rundown of ten language learning methodologies which he accepted to be normal for good language students. On the highest priority run down to put learning cycle.

As the detailed considered deliberate headings Stern later characterized the method, as by different journalists which is progressively like the meaning of the term styles as utilized. For example, In the year 1991 Nunan and in the year 1966 Willing. In the year of 1992, the social signs of the methods as stated by Stern, that one described the system and definition which would fit better with what Rubin calls techniques.

Due to rapid old times record in the only remaining century puts attention on moving from behaviorism to cognitive theories of learning the concept of

learning strategies and its origin is very tough to known. In the year of 1926, it is stated by Piaget and in the year of 1949 by Ryle, in the year of 1961, 1967, 1976 by Cronbach and in the year of 1966 stated by Meehl.

From the new intellectual hypothesis, it is likewise to get, for example, Ausubel in the 1960, 1963, 1966. It has been seen that in 1963 Ausubel and Youssef for understudy learning responses in enormous part behaviorism look into on the estimation of cutting-edge coordinators.

After some time, various territories of premium developed and set through this early time of learning techniques. On being the individuals, they are being kept who concentrated on the territory of perusing cognizance systems.

To improve understudies perusing perception and memory it is stated by the Zhang in the 1993 writing survey featured quite a bit of this exploration, including that of Carroll in 1977, Anderson in 1977, wear Dansereau. It has been seen that four classifications of the perusing methodologies were suggested by the specialist, psychological techniques, remuneration systems, memory procedures, and test-taking strategies as in the year 1966 it is stated by Paivio and Zhang in 1993.

6.6.1. The Utilization of Innovation for Individualized and Self-Coordinated Learning

The route for the new employments of innovation in military and non-military settings is being drove by the hypothesis of the decade 1970s, as constructivism was considered as the overwhelming learning. In the year 2016 there was an ongoing on the web paper by the Allsop which depicts that how early work by Piaget and others started to impact those driving learning methodologies research ventures.

In any of the case missing in this record was inquired by those who are associated with beginning military research ventures. In the specialized reports and just a couple of scholarly diaries, this was on the grounds that quite a bit of this exploration wound up. Until the 1990s it was not that quite a bit of this work came into the spotlight.

During the late 1970s and mid 1960s, the vast majority of done in the different substance regions on utilizing innovation to individualize learning rotated around how procedure preparing could upgrade critical thinking and appreciation of the material while perusing.

During this time, significant discoveries prompted the end that learning techniques could be joined inside a data preparing model that additionally took a gander at how metacognitive, subjective, and social full of feeling systems could help understudies in securing more elevated amounts of second language adapting. For instance, in the year 1960, Salvin combined helpful learning with perusing understanding systems and for understudies getting the two sorts of preparing showed improved execution.

In the year 1963, there were others who additionally investigate such blends, and it is stated by Rubin in 1976, 1961 others utilizing an emotional part. In the meantime, in the utilization of assignment fitting systems perfect preparing bundles would comprise of training, guidance concerning the hugeness of those exercises, and guidance concerning the observing and control of methodology use.

About the individual errands, these scientists isolated psychological techniques those progressively worried and from the metacognitive strategies requiring the material to be controlled or changed to upgrade understanding in order to augment understudies' learning potential as stated by Dark-colored in 1963.

6.6.2. Impacts from Formative Clinicians in the Early Years

During the 1970s, there are numerous builds that rose, in the 1997 by Livingston, metacognition as depicted was a huge piece of the intellectual hypothesis unrest. To Flavell in the year 1979 and later in 1967, the cause of term is credited which recognized metacognitive learning and metacognitive encounters or guideline. About the subjective procedures the metacognitive learning segment was characterized as obtained information that can be utilized to control psychological procedures.

By the Flavell in the year 1976, metacognitive learning was additionally partitioned into the three classes that is information of individual factors, task factors, and technique factors. To allude to a person's capacity to oversee and screen the info, stockpiling, search, and recovery of the substance of his or her very own memory had utilized the term metamemory in 1971.

To participate in extra metamemory research the scholastic network was welcome, with over 30 years after the fact this topic of metacognitive research proceeded. It has been additionally suggested that at achieving an objective or result metacognition is deliberate, cognizant, foresighted, intentional, and coordinated. These suggestions have been deliberately examined in the

resulting research and in the 2004 debated that in an individual's cognizant mindfulness metacognitive procedures required not to work.

In the year 1976 the Flavell thought that metacognition comprised of both checking and guideline perspectives. With the progression of time later Flavell stated that the rise of familiarity, and attention to a future time could bolster the capacity to frame metacognitive objectives. The feeling of the self as a functioning operator in one's very own encounters rose during youth improvement has been underscored, in the particular field of learning methodologies which is being looked at.

In the year 1967, Flavell likewise started to effectively energize the advancement of youngsters' metacognition given that school settings give numerous chances to understudies to create metacognitive learning about people, errands, and procedures, as in the learning procedures examine plan visionary research cleared a major way.

6.6.3. Connecting Cognitive and Metacognitive Strategies in the 1960s and 1990s

In the territory of psychological and metacognitive systems there is interfacing work in 1997 out that for learning achievement both are being required. For the comprehension subjective techniques incorporate is trying oneself of a content to check whether learning objectives have been accomplished.

As the encounters previously or after an intellectual action when the student perceives that the person has neglected to comprehend something metacognitive methodologies become an integral factor that redressing the circumstance by contemplating their own reasoning and learning forms and what can be changed to accomplish learning objectives. As how these methodologies cooperate is accompanied by the Livingston expresses.

In that similar system, metacognitive and psychological techniques may cover, for example, for utilizing that methodology might be addressing, could be viewed as either an intellectual or a metacognitive procedure relying upon what the reason.

At the time of perusing a method for getting information (subjective), or as a method for checking what one has perused metacognitive, so for that one may utilize a self-doubting procedure. It has been said that other would not give an enough picture, since subjective and metacognitive systems are intently entwined and subordinate upon one another, any endeavor to look at one without recognizing.

It has been said that in a key way to guarantee that an objective is met the field is being progressed by then and also by characterizing information as metacognitive when effectively utilized with the goal that educators can help improve the self-assurance and accomplishment of their understudies by giving direct guidance in learning techniques particularly the instructively burdened as stated by Weinstein 1976.

After this about an individual variable and a procedure variable metacognitive system would then think. Without effectively utilizing this data to manage, screen, or regulate learning isn't metacognitive means basically knowing one's subjective qualities or shortcomings and the idea of the assignment. Which is being clarified by the Livingston.

For an assortment of students, there are further elaborations of the learning procedures that demonstrated. On the learning procedures, the greater part of the investigations concentrated with some accentuation on inspiration and metacognitive systems for improving perception of what was perused.

It has been seen that between perusing understanding aptitudes and the will to peruse in any case there is refocused consideration on contrasts. For the learning procedures around the requirement, there is a consolidated will, ability, and vital reasoning. Early it has been seen that joint efforts have been made.

6.6.4. Taking a gander at the Ability Segment

In the early years most, scientists searched for general classes of learning methodologies, as in preparing and instructive settings that could upgrade learning. In the year 1969 it is stated by Norman that an upgrade for a significant part of the early military research on learning methodologies.

For the understudies to think about their own psychological procedures the Norman in 1969 started to recognize was the requirement for their transient memory confinements, and how they could "piece" related ideas to improve their memory present moment.

To find the learning systems, Norman was the first, as one could be summed up crosswise over differing content territories for youthful kids through grown-ups. To improve their scholastic achievement, distinguished all-encompassing learning techniques that understudies could be educated more critically.

With the memory and perusing perception as stated by Rothkopf in 1970 there are some of the learning systems specialists who were concerned all the more explicitly with; Anderson and Biddle in 1976; Paris and Lindauer in 1976. For offspring of various ages and phases of advancement sprout in 1960 and in 1966 later based on a portion of these thoughts in making his very own scientific categorization of learning methodologies and methodologies. For recalling, learning, and seeing as stated by Bransford and Heldmeyer in 1963, others connected subjective brain science to helping understudies learn techniques.

6.7. CONCLUSION

This chapter revolves around the strategies for teaching different languages, such as the foreign language teaching strategies for everyone and specially children. It also explains the various types of language teaching methodologies like the direct method, the grammar-translation method, and audio-lingual method. There is also a structural approach, the natural approach, the immersion method.

It also talks about the strategy assessment types, the various benefits of teaching foreign language, and dates back to the history of language learning strategies, the defined language learning strategies, characteristics of language learning and the importance of language learning strategies.

It then sheds light on the language learning strategies according to Oxford which includes direct and indirect language learning strategies along with illustrating the taxonomy of language learning strategies that is the Rubin language learning strategy as well as the categorization of language learning by O'Malley and Stern.

Lastly, it emphasizes on the ten most effective language learning strategies that is to have a clear motivation, listening frequently, thinking in a foreign language, learning the words and phrases, making many mistakes, reading, and writing as much as possible and doing short but regular sessions.

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Chapter

7

Introduction to Academic English for Second Language Learner

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English is a language that is spread across the world, and the important reasons because of which English is an international language have been explained in detail. The spread of the English language across the world and the several factors that contributed to the spread of the English language across the world have been explained in detail.

The ample opportunities that are provided by the English language, which are increasing the importance of English, have been explained in detail. The difficulties that are faced by people who are learning English as a second language (ESL) have been explained in detail. The methods that are being designed by teachers and academic programs to enable second language learners to overcome these difficulties have been explained.

The benefits of bilingualism in the cognitive development and functioning of the brain have been mentioned. The problems faced by the learners while learning a second language and the normal phenomenon that is manifested by the kids during learning a second language from a speech pathologist perspective have been explained in detail.

7.1. INTRODUCTION

The recent times have seen a number of changes in terms of development, science, business, and several other fields. These changes reflected on many aspects and one of the most important aspects on which these changes had an impact were the teaching methodologies adopted by the schools (Figure 7.1).



Figure 7.1. Learning of English.

Source: Image by Pixabay.

English is one of the most important languages on a global platform, and there are a number of people across different countries who speak and converse fluently in English. There are few countries like the United Kingdom, United States, and Australia which have English as the first language.

But, a majority of the other countries have English as a second language (ESL) as they have some other language such as Spanish that is mostly used as the mother language. There were several reasons for the growth and development of English into a global language. A look back into the history provides an insight into the process by which English became an international language and the reasons for the popularity of English.

7.2. REASONS FOR THE IMPORTANCE OF ENGLISH

English is known to be one of the most used and spoken languages across the globe. English is a popularly used language even outside the English-speaking countries such as United States and United Kingdom. A number of countries have their own native language that is used, despite the local language a great number of people can read, write, and converse in English fluently. There are nearly one billion people across the world who can converse in English.

There are nearly sixty-seven countries across the world who have English as their official language, and there are more than 27 countries that have English as their secondary official language. There are a number of reasons for this popularity of English and one of the major reasons was the spread and rise of the British Empire across the globe in the past.

British were known to be explorers by nature and conquerors by practice as a result of this, they were known to be the rulers of the world. England was once called as “the land where the sun never sets” because of their wide empire.

British empire was known to have ruled the world for several years, and the British people are known to have forced the locals to learn their language and speak in their language. This is one reason for the popularity of the English across the world. For instance, people living in Ireland who have Gaelic as their local language can speak and converse in English, because British rule over English for several years.

The rise and spread of English across the world may have several reasons which were complex but the fact that English is now an international language the future of English is bright as the use of people to learn English to communicate is on rise by choice of people and nations.

The English language is playing an important role by increasing the connectivity across the world and is making professional and personal communications easy. This is gradually increasing the importance of English across the world.

The major reasons for the popularity and importance of English are mentioned below:

- English is known to open new career opportunities;
- English language tests are helpful in gaining admissions in schools and colleges across the world;
- Internet is a widely used platform and the English language is known to be the most widely used language across the world;
- Learning the English language facilitates in watching English movies and channels which increases entertainment opportunities; and
- English is known to make people more intelligent and smarter as there are a number of books and resources available in the English language.

7.2.1. English Language as a Source of New Opportunities

There are a number of career opportunities that are available in English as English is a global language. There are many companies across the globe which have branches at international locations and use English as a medium of communication.

Therefore, the major reason for the importance of English language in today's scenario is mostly because of the ample career opportunities that are present in this area.

The requirement of the companies for a greater number of employees who can converse is steadily on the rise because of which there are several career opportunities that are present in this field.

Communication is the key to the human existence in today's society, and English is one universal language that is being used across the globe for business and communication. The industries are on the process of

internationalization and globalization is the norm of the day because of which the English language is essential for communication with clients across the world as a result of which the importance of the English language in the job market is increasing.

Learning the English language and having a command over the English language is known to be essential in increasing the job opportunities and progression of career by providing new jobs, promotion in the new company, career change, and several other options.

There are a greater number of opportunities for bilingual people who know one other native language other than English. Language translator, English language teacher in a school or a marketing professional for a big multinational company are known to provide several employment opportunities across the globe.

Speaking the English language is known to be an important skill which is useful in various aspects of life, helping a person to have a successful career and mold a person in different ways.

7.2.2. English Tests for Admission into Popular Schools

English is known to be useful in getting admissions in international schools. Countries like United States and others highly regard English speaking languages such as TOEFEL and GRE to secure admission in several English language universities across the school. The different types of English proficiency tests that play an important role in securing admission in international universities are as follows:

- International English Language Testing System (IELTS);
- GRE;
- Test of English as a Foreign Language (TOEFL);
- And other Cambridge exams for English.

Studying for these English tests are known to improve the core English language skills of a person and can improve their ability to communicate in English. The score in these languages is the direct measure of the command of the student on the English language.

7.2.3. English Language on the Internet

English is known to one of the most popular international languages across the world. In addition, English is known to be one of the most popular

languages across the internet. There are more than one billion users of the internet who use the English language as a tool for chatting. The knowledge of English language is known to provide access to different tools available on the internet.

There are several new articles that are available online that are available in English, and the social media platforms such as Twitter and Facebook mostly use the internet. There is a possibility to actively participate in an English discussion forum online. There are several possibilities that are available for people with English knowledge on the internet.

There are several businesses that generally use the English language as a medium of communication because of which the use of the English language is known to be extremely essential for marketing and communication of businesses online and to converse with clients online. English language is extremely essential for businesses to communicate and develop because of which it plays an important role in the growth and development of a company.

Email is one of the most common and official means of communication across the world. English is the common language for several businesses. There are several companies that carry out their business transactions and business communications on email because of which learning the English language is important for the employees of the company to actively participate in the business communications of the company.

The English language is known to be important for several reasons such as career, business, and in several cases for fun and entertainment purposes. Because of which the English language is extremely essential for the communication purposes.

7.2.4. English Language for Entertainment Purposes

Entertainment is an important requirement of every person. English speaking countries like the United States and Britain are known to be the forerunners in setting up motion picture, recording studios and huge entertainment studios such as Hollywood because of which there were several movie shows and music albums that were available in English because of which there were many young people who were getting influenced by the English language and started learning the language.

Learning the English language would enable the younger generation to enjoy several Hollywood blockbusters, classical films, and several tv shows

that were available on Netflix, Amazon Prime, and several other platforms. There are several classic books such as “Harry Potter,” “Twilight” and many other which are written in English language. Learning English would enable people to read these classics.

7.2.5. Learning English Can Make You Smarter

Learning the English language is known to have several positive impacts on the brain function because there is scope to nurture the brain with a lot of new information. There are several books, articles, shows, and websites that are mostly available in English because of which a person with awareness in these areas would be able to increase the knowledge of a person making the person smarter and more versatile.

Learning a new language is known to have an impact in molding the structure of the brain of a person, and it plays an important role in improving the memory and consciousness of a person. The process of learning a new language is known to strengthen the brain and improve the functioning of the brain of a person in several ways. Learning ESL is altogether an important process as bilingualism is known to promote the mental health of a person by improving the functioning of the brain of a person.

There is a considerable amount of change in the scope and potential of the English language across the world because of which there is a greater demand for efficient and knowledgeable teachers across several schools in different countries. There is a need for sophisticated learning platforms and software to facilitate better learning of the language among the school children.

English language learning takes a lot of time in the curriculum of the school, and there is a need for teachers and students to concentrate a lot while teaching and learning the English language. However, the benefits that are obtained from learning the English language are known to be totally different from the benefits that would be obtained from learning another subject because of which students and teachers spend extra time in learning and teaching this language.

English language has a special status in the society because it offers wide range of opportunities to everyone. There is a need for teachers to understand the benefits that are obtained from learning English, and they must put in extra efforts to design a curriculum that would be effective in delivering the language to the students.

The students need to understand the benefits that they reap by learning the language and must put in extra efforts to learn the language and the motivation each student has to learn the language is known to be different from the motivation that the other student would have from learning this language. There are different reasons and situations in which students learn the English language, and there is a need for students and teachers to collectively work hard to learn English as it has several benefits in everyday life.

7.3. GLOBAL SPREAD OF ENGLISH LANGUAGE

English is the most widely used language across the world, and it is called as the international language. There are several countries in which English is the first language, and there are many countries where English is considered as the official language for communication.

There are different reasons for people across the world to learn English language, some people learn English because it is a subject, some people learn it for education and employment, there are some people who are inspired by the pop culture and learn the language, some learn the language as a part of media and social networking. There are several other people who learn the language because of colonialism, elitism, social inequality, and several other economic reasons.

English language is regarded with a special status across the world and is mostly considered as the “international language” or the “world language.” The English language is mostly called the lingua franca across the world. English is recognized as the international language, but there are several reasons for different individual to learn the language.

There are some people who learn the language as a mode to communicate whereas some learn it for business, travel, or employment purposes. Though English is considered an important language which is instrumental in communication, it is important to understand that in their native places or countries, people would be able to live happily without having the necessity to communicate in English.

English language has a lot of potential and provides scope for people to excel on a global platform. There are people who learn English language only for social or economic advantages. There are different opinions in people regarding learning the English language to increase their opportunities

on a global platform. There are some people like Lin (2007) who debated regarding the role of English in providing equal opportunities and have an impact the life of individuals.

There may be different perception of students while learning English, and there may be some who would love the language, and some would simply hate the language for no obvious reasons. Therefore, it is the responsibility of the teacher to deliver the content to the students in such a way that they would enjoy learning the language and not stress on learning the language as it gives scope to a variety of opportunities.

7.4. THE SPREAD OF ENGLISH ACROSS THE GLOBE: SOCIAL, POLITICAL, AND CULTURAL FACTORS

English language started spreading across the world right from the beginning of the seventeenth century. There were several reasons that contributed to the rise of the English language across the world, such as colonialism, industrial revolution, American supremacy, and several others, which collectively contributed at every stage for the spread of the English language across the globe.

English is known to have become an important international language in the past fifty years, and it is known to have become an official language of several international and multinational companies. English has gained popularity in the past few years as it has become the language of the internet. There are multiple reasons right from British colonialism till the American supremacy that have led to the popularity of English and some of these are mentioned below.

7.4.1. British Colonialism

The study of history suggests that even before the rise of English as a global language, the English language was spread to the neighboring countries such as Scotland and Ireland because of the military escapades by William the conqueror in the 77th century.

William and Henry II were two rulers who were continuously trying to conquer countries like Ireland and Scotland. These countries had to learn a little bit of the English language to converse with these people. This is the point where the spread of English language to other countries had begun (Figure 7.2).

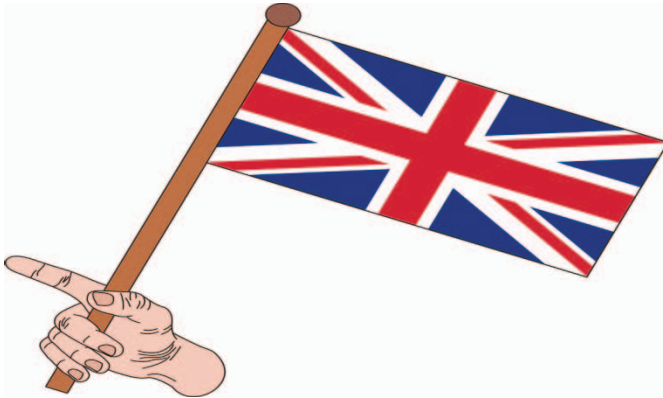


Figure 7.2. British colonialism.

Source: Image by Pixabay.

The actual spread of the English language to other countries had begun in the 76th century when there was a complete spread of British colonialism across several countries. Britain was ruling several countries across the globe including the United States and as a result of which they were forcing people to learn English language and at the same time the need to learn English language to converse with the government officials increased because of which English language started to spread on a global scale.

7.4.2. Industrial Revolution

British colonialism was one of the first and foremost reasons for the spread of the English language across the globe. The second major reason for the spread of the English language across the globe was the industrial revolution. Britain was the leader of the industrial revolution, and there were several large-scale manufacturing and production machinery that were part of the industrial revolution (Figure 7.3).



Figure 7.3. Representation of industrial revolution.

Source: Image by Public Domain Pictures.

Industrial revolution increased the need for communication and led to several latest advancements in the technology. There were different countries that were dependent on Britain to understand the latest technologies and manufacturing processes because of which the need to learn the English language across several countries increased.

The countries which had knowledge about the English language and had people who could communicate in English are known to have progressed faster than the other countries which did not have the English language. These factors were responsible for increasing the demand for English language across the globe and made it an international language.

7.4.3. American Economic Superiority and Political Leadership

Britain was considered the leader for political, industrial, and economic superpower until the end of the 18th century. However, United States of America emerged as an economic and political superpower by the end of the 19th and early 20th centuries.

The beginning of the twentieth century started the globalization of the market, and there were several businesses that were increasing their scope and potential by spreading across different countries across the world.

These companies needed a simple and widespread language for their communication, and they chose English as their language to communicate and exchange their ideas. The reason why these companies used one language was that the use of multilingual operations was found to be extremely expensive.

The influence of stars, culture, and people from the United States, along with the economic, social, and political factors, was one of the major reasons for the spread of the English language.

7.4.4. American Technology Leadership

There was a revolution in the science and technology after World War II as a result of which the computers started increasing at every household across the world. The computers started out in the United States, and because it is an English-speaking country, English was the important language that was used in computers.

The computers could have been redesigned in local languages, but it was an expensive and laborious process because of which English was an important language that is used in computers. The rise in the use of computers with English as their language further increased the popularity and spread of English Language across the world.

7.5. OTHER FACTORS FOR THE POPULARITY OF THE ENGLISH LANGUAGE

The different factors that contributed to the popularity and spread of the English language were mentioned. There are several other reasons that contributed to the popularity of the English language and some of them are mentioned below:

- Advertising;
- Broadcasting;
- Motion Pictures;
- Popular music;
- International travel and safety; and
- Education.

7.5.1. Advertising

The use of advertisements for increasing the sales and to promote the popularity of their products several companies used the English language as a medium to advertise. The companies had a lot of money, and these companies were willing to advertise to further increase the sales for their products. In countries like the United States, the use of magazines for advertisement was popular by the 19th century (Figure 7.4).

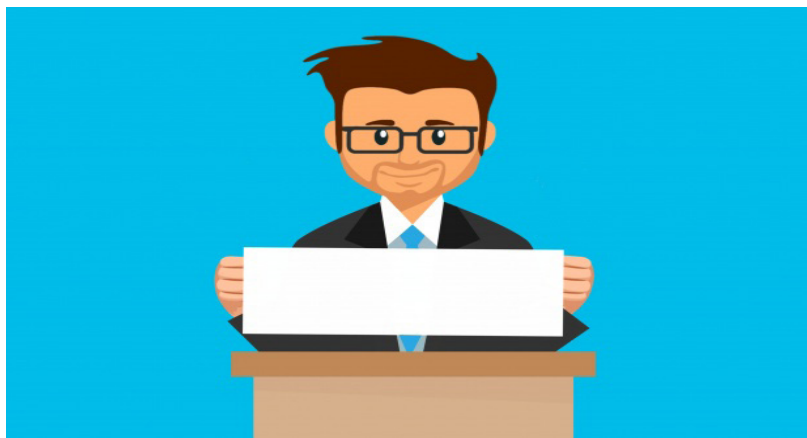


Figure 7.4. Representation of advertising.

Source: Image by Public Domain Pictures.

The increase in use of telecommunications and broadcasting sectors and the arrival of the televisions is known to have further increase the advertisements in English Language. The increase in the international market was one of the major reasons for the spread and increased use of the English language across the world.

7.5.2. BROADCASTING

The invention of the telegraph was one of the major reasons for the increase in the use of English language. Britain was one of the countries which was widely using telegraph and other latest technologies which have widely used English language. The rise in technology that focused the role and importance of the English language is one another reason for the spread of the English language on a global platform (Figure 7.5).



Figure 7.5. Representation for broadcasting.

Source: Image by Flickr.

7.5.3. Motion Pictures

The increase in science and technology had an influence on the channels and methods of entertainment. The development of the cinema and motion pictures were initially started by countries like France and England. There was a control and ban on these pictures during the world war I, after which America started dominating the world with the latest technologies in motion pictures (Figure 7.6).

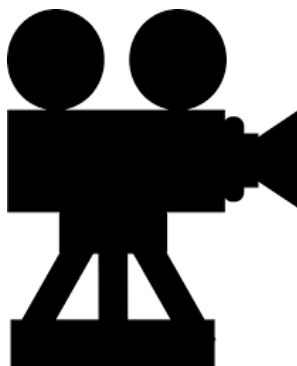


Figure 7.6. Representation of motion pictures.

Source: Image by Pixabay.

There were further advancements in the motion pictures with the addition of sound and the addition of sound led to the use of English language and English dialogs in several pictures. There were several countries that started developing pictures and cinema, but the English language continued to dominate the movie world because of the development of Hollywood, a major movie studio that was developed in an English-speaking country.

The new technologies altered the way of public entertainment, and it also serves as a thrust of the English language. The development of the cinema was made initially by France and England, but the years during World War I supposed a kind of blockage of cinema, and then American began to dominate it. Moreover, when the sound was added to the films, it was the spoken English which came to the movies. And although the film industry was developed also in other countries, it is still English language the dominant medium, maybe because the main studio, Hollywood, is in an English-spoken area.

7.5.4. Popular Music

Movies were just one part of the entertainment industry, and the major part of any entertainment industry was the music. Music was soothing to ears and enriching to the soul. Music was heard in olden days at local concerts and gradually with the arrival of the recording technology there was the arrival of recorded music. The recording music industry was dominated by the English language as several recording companies and recording studies were present in English speaking companies (Figure 7.7).

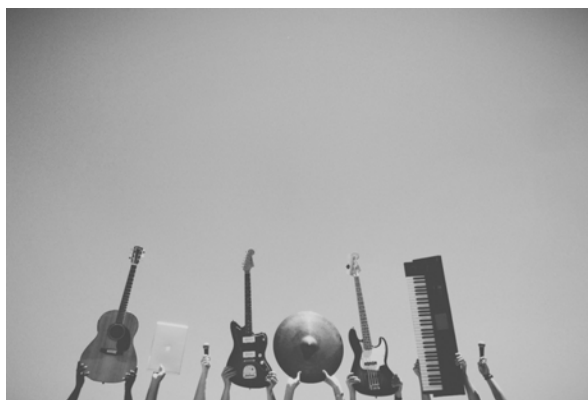


Figure 7.7. Representation of music.

Source: Image by Pexels.

There were several English pop groups that had an impact on the non-English speaking nations, and some of the popular bands were Elvis Presley in the USA or the Beatles and the rolling stones in UK. These troops spread very fast and had an impact on the entire world because of which English language was not just a part of official communication but it was an important part of the entertainment industry.

The popularity of English language to be a part of the entertainment industry and official communication were the reasons that contributed to the growth of English as an international language. Music played an important role in spreading the English language across the world.

7.5.5. International Travel and Safety

Travel and tourism are the biggest revenue generator for any country. There is a steady increase in the number of people who are interested to travel to several places across the globe. English language is an international medium of communication which is increasing the scope for travel as there are different people who can travel across the globe with the help of English language (Figure 7.8).

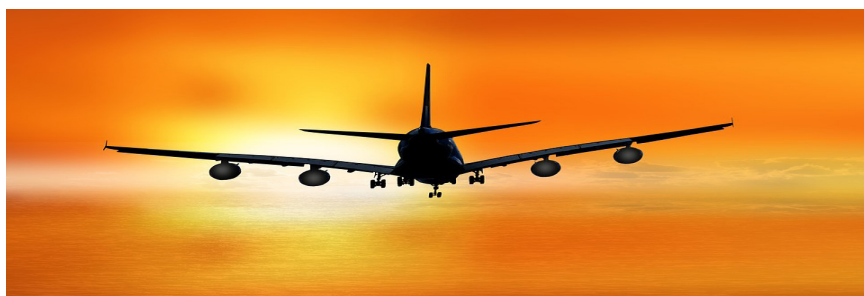


Figure 7.8. Representation of travel.

Source: Image by Pixabay.

There are several international flights, driving directions, and emergency protocols that are described in English. Therefore, the English language is known to play an important role in promoting travel and tourism.

7.5.6. Education

English being an international language, there are several countries that are using the English language as a medium of communication. English

language is being used for the exchange of ideas and the spread of ideas across the globe.

The developments and advances of science and technology in English language are the primary reason for the English language to be the primary language in several schools. English being one of the most important languages for communication, there are several schools that are adapting English into their curriculum and teaching student's English language (Figure 7.9).



Figure 7.9. Representation of education.

Source: Image by Pixabay.

English is known to be conventionally a part of the school curriculum, but in recent times, several schools are considering the English language as a medium of instruction. For instance, from 2074, premium schools such as Politecnico di Milano in non-English speaking countries such as Italy were using English medium to teach their students.

The major reason to teach other subjects in English language is primarily to enhance the communication and writing skills of the students. The importance of English on a global platform is the driving force for several schools to train their students in English language.

7.6. ENGLISH AS A SECOND LANGUAGE

There are several factors that led to the spread of the English language across the globe, and there are several reasons to learn English. There are

nearly 6000 local languages that are present across the globe, and English is known to be the most common international language that would be used for communication. English is an international language which is common to several people across the world with different mother tongues and local languages.

The recent statistics and surveys reveal that there are nearly more than 375 million people who have English language as their native language or mother tongue. English is known to be an official language of communication in nearly fifty-four countries that are spread across Europe, the Americas, Africa, Asia, Australia, New Zealand, India, Belize, Malta, Singapore, and South Africa. This indicates that English is an international language which increases the platform for communication across the globe.

English is one of the major choices across the world as a second language. The studies and research conducted by the British Council states that there are nearly 7 billion people who learn ESL. There are many schools which teach ESL in several countries across the world.

There are several schools in France, Thailand, Israel, Malaysia, Sweden, China, and several countries that adapted the English language as a medium of instruction. English is an international language as a result of which people can travel, find employment, and communicate easily in different countries. There are benefits and challenges that people would face while learning ESL and these are explained below.

7.7. DIFFICULTIES FOR ENGLISH LEARNERS

English is known to be the second language in several countries as many countries have their own mother tongue. The people living in these countries have their own challenges in relation to learning the English language because it is not their mother tongue. The inability to learn the English language or challenges in learning the English language may act as hurdles to people preventing them from achieving their goals.

There are several mistakes that language learners make when they are learning ESL. The people who learn English have a number of challenges as they learn ESL, and they would have a number of influences from their mother tongue which would be implicated on the English language.

The best way to overcome hurdles in learning the English language is by researching and understanding different difficulties that would come up

while learning this language. The major difficulties that would crop up while learning ESL are mentioned below:

- Pronunciation problems;
- Syntax and grammar problems;
- Vocabulary problems; and
- Fluency problems.

7.7.1. Pronunciation Problems

The second language learners have a lot of mother tongue influence on the English language as a result of which it becomes extremely difficult for others to comprehend their English. The major problem that second language learners generally face is their inability to pronounce English words accurately.

The major problem or difficulty with people who are learning ESL is that there is a great probability to make pronunciation mistakes and speak sounds incorrectly. There would be a great difficulty for speakers of Italian or Spanish to master the English language because these people have a great difficulty in pronouncing the vowels.

The languages such as Spanish have only 5 vowel sounds, whereas, the English language has more than 20 vowel sounds. There would be different challenges for people with different mother tongues in speaking English.

For instance, the Chinese speakers would have difficulties in pronouncing the words in English that have the “r” sound, while the Arabic language speakers might have difficulties in pronouncing the “p” sound as these sounds would not be a part of their mother tongue. Therefore, right pronunciation of words is one of the biggest challenges while learning ESL.

7.7.2. Syntax and Grammar

Grammar is one of the important aspects while learning the English language and the beauty of the entire language is in the syntax and Grammar in English language. There are several people who learn ESL and these people might make a number of grammatical errors in their language. There are several Asian languages which do not use articles such as a, an, and the, because of which these second language learners might have challenges in framing a sentence with the right syntax.

For instance, Spanish learners may end up framing incorrect sentences such as “My mother is a doctor” or “I have 20 years old,” which is a

translation of sentences from their mother tongue. Similarly, there would be some French language speakers who would have problems with the order of the sentences.

For instance, the French speakers may construct incorrect sentences such as “I play sometimes football” or “he is your brother?.” These are some challenges faced by learners who are learning ESL.

7.7.3. Vocabulary Problems

Lack of proper vocabulary or incorrect use of the vocabulary is one of the biggest problems for second language learners. There could be some words that overlap from their mother tongue to English and have an altogether different meaning because of which there could be a lot of confusion that would arise for second language learners.

For instance, there are some words such as “piles” which mean batteries in French and hemorrhoids in English, or “sympathetic” which means compassionate in English but often misused by Spanish for the word “simpatico,” which means friendly.

This creates a lot of confusion in people while learning a language and might pose a challenge for people as they have to focus on learning the meaning of every word in the English language to communicate proficiently.

7.7.4. Benefits of Learning English as a Second Language

Learning ESL is known to have a great number of advantages. Fluency in speaking English and command while writing English would help in several ways. In the recent times English language is essential to make effective travel plans, study plans, emigration, finding employment opportunities, and in several other ways. Some of the major benefits of learning ESL are mentioned below:

- English is one of the most widely used languages in computers and the internet. The statistics indicate that there are nearly five thirty-six million English speaking users on the worldwide web. There are more than 5.5 million websites that are available in English language.
- There are more than 66% of the scientists and researcher who use English language for their research purposes.
- English languages people to be more versatile and be a part of several professions. There would be several employment

opportunities that would open with English knowledge. Therefore, English is an important second language that opens up several platforms and avenues to people belonging to different nationalities.

- There are nearly 25% of people across the globe who can speak the English language at a basic or intermediate level.
- English provides ample scope for employment and immigration as it would easily facilitate the movement of people from one country to the other.

Therefore, it must be understood that English is an international language that provides ample scope for employment and other avenues, which makes it extremely essential for people from different countries to learn English to attain progress in professional and public platforms.

7.8. ACQUIRING ENGLISH AS A SECOND LANGUAGE

The statistics indicate that by the 2030s there would be more than 40% of the school-aged children in the United States may be English language learners (ELLs). In certain areas of the United States, such as California there are more than 60%-70% of the school children would be learning English as a secondary language.

The periods between 1995–2005 showed that the Asian population is known to be one of the largest growing population in the United States, followed by the Hispanic population. These people were traveling to United States in the hope of better opportunities, living conditions and other economic reasons.

There are several advantages in learning the English language, but there are an equal number of disadvantages while learning the language. The disadvantages or challenges that different children face while learning a new language are mentioned below.

The impact of the learning of the second language in the process of cognitive development of a child can be understood from speech-language pathologists. There are several phases that a child would witness while learning a new language, and some of these phrases which may create doubts in the parents but are completely normal in the process of learning a new language have been mentioned in detail.

The major challenges that an individual or a child would go through in the process of learning a new language from the speech pathology perspective and the aspects which are considered completely normal in the process of learning a new language have been explained below.

7.8.1. Normal Phenomena

The speech pathologists are trained to understand the difference between the normal changes that would occur in a child while learning a second language to distinguish from the other children who have other issues of speech pathology. The child goes through different behavioral changes while learning a new language, and it is important to understand these new changes that occur in the child. Some of the normal phenomena that is expressed by a child in the process of the development while learning a second language are given below:

- Interference;
- Silent period;
- Code-switching; and
- Language loss.

7.8.2. Interference

Interference is one of the phases that children go through when they are learning a new language. Children who are learning the English language would tend to transfer from their first language to second language, which is English.

This type of manifestation of one language from the another is known to be called as the interference. This process is known to be a normal phenomenon while learning a new language.

7.8.3. Silent Period

There is another second language learning (SLL) phase the child would manifest called as the silent period. When the child starts learning a second language, then a child is known to be focused on listening and comprehension of English because of which the child would be completely quiet and speak very little.

This period is called as the silent period where the complete attention of the child is at learning a new language. The younger the child is, the longer

the silent period, and in older children, the silent period may range from few days to weeks. The younger children such as preschoolers may be silent for a year or more.

7.8.4. Codeswitching

Codeswitching is another behavior that the children express while learning English as their second language. This is a process where the students try to interchange sentences from their first language and use them in their second language.

For instance, a Spanish user may say “Me gustaria manejar-I’ll take the car” to say that I would like to drive-I’ll take the car.” This code-switching is known to be a normal phenomenon that is expressed by several bilingual speakers across the world.

7.8.5. Language Loss

There are some children or people who would witness a phenomenon called as language loss where people tend to forget their first language while learning the second language. These children would end up forgetting the skills and fluency in their first language if the first language is not maintained or reinforced properly.

This process of language loss is mostly called as subtractive bilingualism. This process of language loss would make children face several challenges in everyday life, especially if the parents are just first language speakers.

The ideal process by which the children must learn a second language is by additive bilingualism, where they learn a new language while the knowledge of culture and the first language are maintained. The parents and teachers play an important role in teaching children a second language.

7.8.6. Benefits of Bilingualism

There are several advantages of bilingualism as bilingualism is known to play an effective role in improving the functioning of the brain. The studies and research indicate that learning two languages is extremely essential for the cognitive development of an individual. The tests on metalinguistic skills indicate that there are quite a number of children who are fluent bilingual learners are performing better than the monolingual learners in these tests.

Globalization and internationalization are making a smaller and smaller place as a result of which there is a need for one international language other than the local language that is essential for communication. In strong economies like United States the bilingual people are known to be a great asset to the economy and businesses as the majority of the local population are monolingual with just knowledge of English.

The presence of bilingual people would make communications and translations in business easier as bilingual people would be able to communicate to other monolingual people in their local language. This makes the business transactions easy and help companies to set up several new businesses across the globe.

7.8.7. Social and Academic Language

The learning of a second language may take several time periods for learning social and academic language. An average second language learner might take nearly two years to acquire basic interpersonal communication skills (BICS) to learn a new language.

The BICS refers to the context embedded everyday language that is used for communication between two different partners. There is another process called as the cognitive academic language proficiency (CALP) that is used by people, which takes nearly five to seven years under ideal conditions to commensurate with several native speakers.

Generally, the students who learn a second language are known to develop conversational English skills good for fluent communication, and it becomes extremely difficult for students to develop CALP skills. There would be several students who would find difficulty in developing reading, writing, spelling, and other skills which would make it extremely difficult for students to learn social and science languages. There is a “BICS-CALP gap” program which is known to help learners and students to bridge this gap in students and enable them to overcome language learning disabilities.

There are several school level language proficiency tests that are used to assess the proficiency of children in the English language and try to identify the students to overcome their challenges and difficulties. The children must be encouraged to retain their culture and first language along with training them to become completely proficient in the English language. Children who are bilingual are known to have a greater chance to excel in multiple fields and would pave for these children to be better citizens in the future.

7.9. CONCLUSION

English is known to have become an important international language across the globe. There are several advantages of the English language, and there are several reasons that are contributing to the importance of the English language. The reasons for learning the English language have been clearly mentioned, and the benefits of bilingualism must be understood while learning a second language.

There is a need for teachers to understand the challenges and difficulties that are encountered by the students while learning a second language. The teachers and academic programs must design the content in such a way that they can effectively reach the students and facilitate them to learn a second language.

Learning a second language is a huge challenge that many people encounter and there is a need to design academic programs with care to enable the students to overcome these challenges with ease. English is a language with several portions associated such as reading, writing, grammar, punctuation, syntax, vocabulary, and syntax.

There is need to study each of these topics individually to get an overall comprehensive mastery over the entire language. The different chapter of this book are designed to understand the overall concept of academic learning in second language learners and each of the elements of the English language learning have been elucidated in detail.

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Chapter

8

Vocabulary Development for
Second Language Learners
(SLL)

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The chapter on vocabulary development for second language learner SLL talks about the learning of vocabulary is a very important part of foreign language learning as the meanings of new words are very often emphasized. This chapter also refers to learning words in a second language, including a brief definition of the term “word.”

The chapter also mentions about the language and vocabulary development which includes academic language, language acquisition, speaking, and listening skills for English Language Learners (ELLs) and using cognates with ELLs. This chapter also addresses the types of learners of ESL and vocabulary building. It emphasizes the strategies to teach vocabulary to ELLs which is consisting of label everything in the classroom, speaking with the students using rich vocabulary, pre-teach key vocabulary, select text with rich vocabulary, play vocabulary games, sing songs, and seize teachable moments.

The chapter also provides highlights on the task-dependent vocabulary learning strategies such as guessing and vocabulary learning, dictionary use and vocabulary learning, and dictionaries and vocabulary learning. This chapter is also consisting of learning method of second language learning (SLL) with the help of the vocabulary acquisition. This chapter explains the task of the vocabulary learning.

8.1. INTRODUCTION

Learning Vocabulary is a very important part in the field of foreign language learning as the meanings of new words are very every so often accentuated, even if in books or in the classrooms. It has its main focus in the direction of language teaching and is of supreme importance to a language learner.

Some of the researches which have been done in the recent period of time, stated that the teaching of vocabulary could be a problem due to the reason of several numbers of teachers are not so self-assured about the best practice in the teaching of vocabulary and at some point, of times teachers even do not know from where to begin to form an instructional emphasis on word learning (researches done by the two researchers named as Berne & Blachowicz, in the year of 2008)

Vocabulary knowledge is every so often observed as an important set of skills that should be armed for second language learners due to a very constrained vocabulary in a second language slow down the effective interaction. Accentuating the significance of vocabulary acquisition,

according to the researcher named Schmitt (in the year 2000), shows that the “lexical knowledge is central to communicative competence and to the acquisition of a second language” (Figure 8.1).

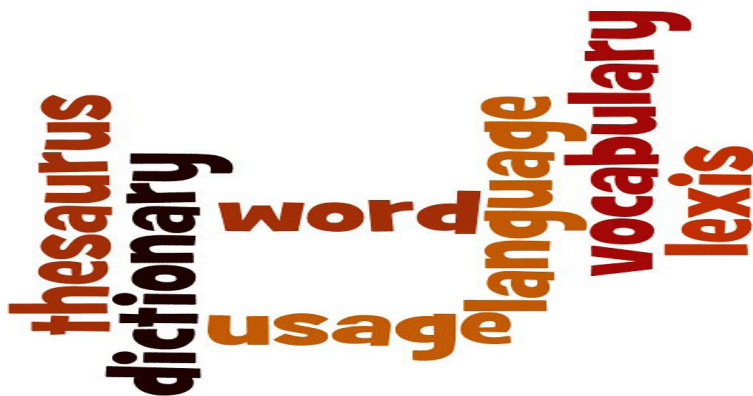


Figure 8.1. Vocabulary development for second language learners SLL.

Source: Image_by Flickr.

Nation (in the year of 2001) that additionally explains the connection among the knowledge of vocabulary and the language which has been used as complementary. Knowledge of vocabulary allows the use of language and, on the other hand, use of language takes into the direction towards the increment in the vocabulary knowledge.

The significance of the vocabulary is explained daily in and out the school. Inside the premises of teaching space, the accomplishing students that have the most adequate vocabulary. Some of the famous researchers, for example, Laufer and Nation (in the year of 1999), Maximo (in the year of 2000), Read (in the year of 2000), Gu (in the year of 2003), Marion (in the year of 2008) and Nation (in the year of 2011) and others of them have understood that the achievement of vocabulary is very important for the effective second language use and plays a vital role in the formation of comprehensive spoken as well as written texts.

In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a very important role in all language skills (such as listening, speaking, reading, and writing (according to the Nation, in the year of 2011), Rivers, and Nunan (in the year of 1991).

In addition, argue that the achievement of a suitable vocabulary is very important for an effective second language use because without a wide-ranging vocabulary, individual will be incapable of applying the structures as well as functions that may have been learned for understandable interaction.

According to the researches, which stated that the second language readers severely depend on the knowledge of the vocabulary and the deficiency of that knowledge is the most important and the biggest complication for the L2 readers to overcome (according to Huckin, in the year of 1995). In production, when people have a meaning or idea that they wish to depict, people need to have a store of words from which they can select to explain the significance of this meaning or concept.

“When students travel, they don’t carry grammar books, they carry dictionaries” (state by the researchers named as Krashen, as cited in Lewis, in the year of 1993, Several numbers of researchers debated that the vocabulary is one of the most crucial, if not that significant part in the process of learning a foreign language, and foreign language curricula must reflect this.

According to the researcher named as Wilkins (in the year of 1972), who states that, “There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is required to convey what one wishes to say. On the other hand, without grammar very little can be conveyed, without vocabulary nothing can be conveyed”).

Other scholars, for example, Richards (in the year of 1980) and Krashen (in the year of 1989), as cited in Maximo (in the year of 2000), explained several numbers of reasons for devoting attention to vocabulary. “First, a large vocabulary is of course an important part to get mastery over a language. Second language receivers know this, and they carry dictionaries along with them, not the grammar books, and on a regular basis reported that the deficiency of the vocabulary is a one of the prime issue.”

On the other hand, vocabulary has been recognized as L2 learners’ greatest single reason of the issues (according to the Meara, in the year of 1980). This statement may probably replicate that the open-endedness of a vocabulary system is supposed to be a source of trouble from the end of learners.

Another thinkable purpose is that, not like the syntax and phonology, vocabulary does not have a set of guidelines, the learners may require to follow to attain and advance their knowledge. In much simpler words, it

is not clear in L2 vocabulary learning what types of instructions should be apply or which type of vocabulary items should be learned at very first.

According to Oxford (in the year of 1990) also explains that the vocabulary is “by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one’s mother tongue, because of tens of thousands of different meanings.”

In spite of these types of problematic situations that the language learners face in L2 vocabulary, they still have to cope-up with it in their examinations as “vocabulary has conventional been one of the language elements measured in language tests” (according to Schmitt, in the year of 1999).

In addition, several number of learners see second language acquisition (SLA) as a very important subject of learning vocabulary and in the same way, these learners spend a great investment of time on memorizing the lists of L2 words and they depend on their bilingual dictionary as a fundamental source of interaction.

As an outcome, language teachers and functional linguists now commonly identified the significance of the vocabulary learning and are seeking new approaches or methodologies of endorsing it with much more effectiveness. Some of this research takes the form of study of approaches which learners apply, more particularly for the vocabulary (VLS), which is the main focus of consideration.

8.2. LEARNING WORDS IN A SECOND LANGUAGE

Is word learning different in a second language? Obviously, people believe it is diverse in some approaches. People would not have written this book if they have thought otherwise. Research as well as theory about the vocabulary gaining and the instruction of native English speakers has been very impactful or significant in determining the way the people think about how to teach vocabulary to second-language learners.

But some of the research as well as theory on the bilingualism and second-language gaining also recommend that there are significant modifications or alterations among the instruction in a first language and in a second that the people are required to attend to in order to get increment or elevate the instructional effectiveness and efficiency.

One source of differences between first- and second-language vocabulary development stems from learners' degree of proficiency in the second language. A second stems from learners' level of proficiency in the mother tongue. State-reported data showed that there was an assessed value of near about five and a half million (5.3 million to be exact) English language learners (ELLs) enrolled in the United States public schools (pre-K through grade 12) for the 2008–2009 school year.

These numbers show near about 11% (10.8% to be exact) of total public school student enrollment (reports according to the National Center for English Language Acquisition, in the year of 2011). Extra data shows that the number of ELLs in the public schools of United States has been elevated but the value of near about 51% between the period of time from the year of 1998 to the year of 1999 and same elevation has been determined in the period of time from the year of 2008 to the year of 2009 school years, with the increment in a sum of eleven states of over 200%, (reports by the National Center for English Language Acquisition, in the year of 2011).

8.2.1. What Is a Word?

Vocabulary can be categorized as accessible (that type of words that people understand when they are used by the others) or productive (that type of words the people use for themselves). Vocabulary can also be categorized as oral or written. In this way, each of the individual has four vocabularies which are the words that people understand when they hear them (which are receptive or oral), the words that people can read (which are receptive or written), words that people use in their normal speech (which are productive or oral), and the words that people use in their writing (which are productive or written).

The four types of vocabularies which overlap but are not the same, and the relation between them alter or modify over the period of time. Children entering school, for instance, have larger oral as compared than reading vocabularies in their first language. Literate adults, on the other hand, have larger reading as compared to the oral vocabularies (Figure 8.2).

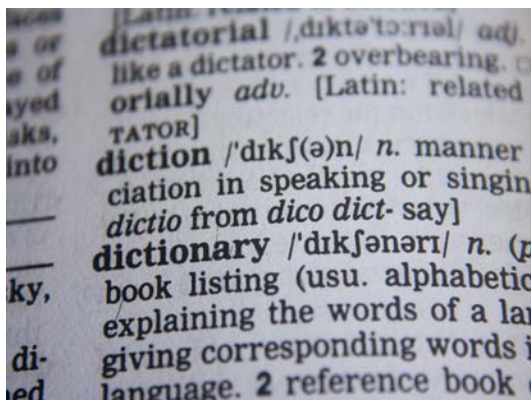


Figure 8.2. Learning words in a second language.

Source: Image by Pixabay.

And both children as well as adults have greater receptive vocabularies as compared to the productive ones; that is, they understand more words as compared to when they use in their speech or writing. The importance in this book will be on vocabulary. Never the less, all four types of vocabulary are very crucial individually, and every individual should give the attention to each of the vocabulary.

In order to talk about the size of the vocabulary, the very significant subject of how various words students know and how many students need to learn, it is very important to choose just what people will call a word. When they write, words are the bunches or collection of letters which are separated with the help of white space.

In this word, “the” is a word, “apple” is another word, predawn another, perpendicular another, and houseboat still another. With the help of this same definition, nevertheless, want, wants, wanted, and wanting each are an individual words, even though their only real variance is how they are grammatically modulated.

In the same way, for most of the part, when people are seeing how many words students know or students are required to learn, people will use the term word to mention to word families. Byword families, it means the basic word and all of its inflected forms. In the same way, every individual counts the forms want, wants, wanted, and wanting as a single word.

8.3. LANGUAGE & VOCABULARY DEVELOPMENT

A significant key to helping ELLs and their classmates who succeed in the teaching space is the mastery of academic language as well as vocabulary. These resources provide tips for distinguishing the several types of language and vocabulary words that will be the most applied for the purpose of teaching, along with the several numbers of approaches as well as resources (Figure 8.3).

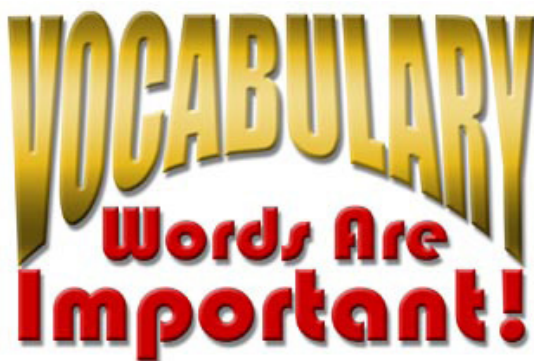


Figure 8.3. Language and vocabulary development.

Source: Image by Flickr.

8.3.1. Academic Language

Several numbers of ELLs can speak English with full confidence in the lunchroom or on the playground, but still when it comes time to read, write, or give a presentation inside the class, the students are requiring more and more practice with the capabilities which need to complete their work with full effectiveness and efficiency.

8.3.2. Language Acquisition

Providing assistance to a student in the process of learning a new type of language is an exhilarating chance to offer students with the capabilities that may make a big difference with respect to their future, as well as the future of their families. On the other hand, there are some important approaches or methodologies and concepts that can make teaching a new language more effective; teachers or tutors do not have to have a professional in linguistics

to make a significant alteration or modification with respect to the education of their students.

8.3.3. Speaking & Listening Skills for ELLs

How can tutors aid or help ELLs' oral language development in the teaching space for the students are at various skill levels? These types of resources offer some answers as well as ideas, along with the recommended resources to the students (Figure 8.4).



Figure 8.4. Speaking & listening skills for ELLs.

Source: Image by Needpix.

8.3.4. Teaching Vocabulary

Teaching vocabulary to ELLs is a very crucial part of the language development of any student but making the most of the vocabulary instruction needs cautious planning.

Which types of words will be most applicable in a new lesson and other situations? What types of practice can tutors provide in such a way that students can understand the meanings of new words more willingly than simply memorizing them? This resource section offers several numbers of ideas or concepts which are based on the research from veteran educators as well as vocabulary resources for the teaching space.

8.3.5. Using Cognates with ELLs

Cognates are words in two languages that share an alike meaning, spelling, as well as pronunciation, for example, 'information' in English and 'información' is use in Spanish. On the other hand, English may share very

few cognates with languages that use a various written system, from the range of near about 30–40% of all words in English have an associated word in the Spanish language.

For Spanish-speaking ELLs, cognates are an understandable bond to the English language and are more specifically common in the content fields, for example, math, science, and social studies as well.

8.4. LEARNERS OF ENGLISH AS A SECOND LANGUAGE AND VOCABULARY BUILDING

Learners of ESL, have an indisputable requirement for new and wide-ranging vocabulary. The reason of doing so unvaryingly decreases on the school or institute of the teacher, with the home as well as social environment of these learners not being armed adequately to offer the students with English speaking chances.

Increment in the requirement as well as chances for the ESL learners to interact in English is a certain shot approach to improve their skill or ability in the language. From the perspective of a tutor, one should make sure that not only chance to enhance their social English but also opportunities to advance their academic English are offered to these learners.

In the meantime, offering the students with newer but still attainable tasks to measure the next milestone in the English language learning, sensitivity to learners of ESL fear of making errors should be considered very well.

The English language teacher will require to accept other approaches as well as methodologies also to improve the degree of vocabulary of the ESL learners. Reading out aloud both narratives as well as expository formats, to the students is one such approach or methodology that can be accepted for the improvement in their vocabulary.

The learners with the help of this means get an experience to the application of words in context, in the meantime, also getting the opportunities to listen to its correct diction. The vocabulary so learnt is much more efficient as compared to the isolated memorization.

Modeling the appropriate application of the words or of various language components such as grammar, pronunciation, sentence structure or word order is another popular and efficient approach to enhance the application of the vocabulary (Figure 8.5).



Figure 8.5. Learners of English as a second language and vocabulary building.

Source: Image by Pixabay.

The tutor of ESL, as an alternative of reproaching the learners for the mistakes made by the ESL learners through the course of speaking in English, can during one hand repeating the thought they want to bear, on the other hand, say the word or sentence in a correct manner. This will assist the learners in a positive manner to gain a new word or sets of words to add to their active vocabulary.

Certain types of approaches or methodologies can be applied with the help of a teacher to improve the vocabulary of ESL learners who have by now accomplished basic ability or skills in English as their language in use.

Make known to the application of figurative and literal vocabulary can be done with the help of slowly slipping in idioms, proverbs, phrasal verbs, as well as other figures of speech into the language applied in the closed environment of the teaching space. The ESL teacher with the help of the sprinkling these types of language elevating components permit the learners to accept them into their day-to-day use.

Application of suffixes and prefixes to elevate the database of the vocabulary can also be presented over a period of time. The tutor can demonstrate to the students how the application of several numbers of suffixes as well as prefixes to a base word can make new words. She can also, with the help of the application of the suffixes as well as prefixes to teach the students the art of inferring the meaning of new words.

In simple words, there are several numbers of simple but still successful approaches or methodologies to teach and improve the vocabulary of the ESL learners. A software which is based on the audio can also assist in the accomplishing the purpose.

A good English language lab would confidently cater to this requirement of the language learning, which when applied with a certain type of approach or method with the help of the ESL teacher will without a doubt make the efforts of the teacher in enhancing the vocabulary of her students meaningful.

8.5. SUPER STRATEGIES TO TEACH VOCABULARY TO ENGLISH LANGUAGE LEARNERS

As the tutors, they have the chance every day to apply efficient approaches or methodologies to help ELLs in their respective teaching space. One noteworthy method of helping the students in the field of English learners succeed is to be intentional about teaching vocabulary (Figure 8.6).

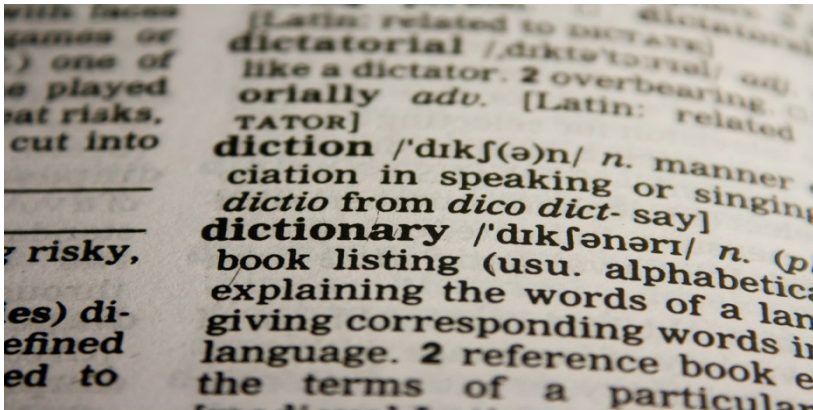


Figure 8.6. Super strategies to teach vocabulary to English language learners.

Source: Image by [Needpix](#).

Limited academic vocabulary slows down several numbers of ELLs from reading and learning content that has been taught in the teaching space. But with efficient approaches or methodologies, students can leave their teaching space with an improved vocabulary bank with each and every day.

On the other hand, English learners commonly have the greatest requirement to improve or enhance their vocabulary, several numbers of non-ELLs, more specifically those who come from low socioeconomic societies. These types of students have a restricted vocabulary bank, so the majority of them can get the advantages in a great manner from these types of approaches as well.

8.5.1. Label Everything in the Classroom

Choose posters which are full of color and images which are clearly labeled. Adding the labels for the pictures by itself. They don't have to be perfect; students are not required to type, print, and cover the words before he or she tape them onto the posters.

Write the title above each and every map to portray or show what the land shows or represents. If it is a country, write the name of the country. If it is a world map, specify that as well.

- Label cardinal directions on a map: north, south, east, west, as well as northeast, northwest, southeast, southwest.
- Label containers for all supplies and materials which are present in the teaching space: pencils, colored pencils, erasers, scissors, rulers, glue, lined paper, white paper, and any other materials which students use on a daily basis.
- Label the shelves where binders, folders, writing journals, books, and workbooks are kept with their designated names.
- Label computers, computer screen, keyboard, mouse, speakers, classroom screen, cabinet, file cabinet, teacher desk, teacher chair, and tables.
- Label a wall, a visible outlet, a visible chord, light switch, air vent, the ceiling, windows, shades, curtains, and the classroom door and clock.

8.5.2. Speak to the Students with Rich Vocabulary

Take full benefit or advantage of classroom time with the help of using rich vocabulary in the everyday instruction and interactions with the students. Having a believe, that students are listening to each and every word said by the tutor.

When tutor use rich vocabulary inside the teaching space, use synonymous but much simpler words immediately after the rich vocabulary so that the students of ELLs can attain a natural understanding of the rich vocabulary.

For instance, when tutors say to their respective students, “Can you elaborate on that?” some of the students may look at the teacher as if they have no clue as to what the teacher or tutor mean.

8.5.3. Pre-Teach Key Vocabulary

Do not suppose that the students will know important words from the text. Teach the students that the words they do not know ahead of time. This process has a specific term which is “pre-teaching vocabulary,” and it helps equip the students for an effective or efficient reading experience.

There are several numbers of approaches which are mentioned below:

- Pre-select keywords from the text, which is the tutor is about to read.
- Give the students a swift pretest to evaluate their present knowledge of key vocabulary.
- Once the teacher or tutor have targeted the words for the students, which they do not know, focus on teaching the students.
- Word Study, word maps, word journals, and word walls are excellent set of instruction for assisting the students to learn and use new vocabulary.

Apart from images, application of tangible objects to teach the meanings of words. For instance, if introducing the word bark (from a tree), demonstrate the students a piece of actual bark that teacher found outside. Or, for better understanding of the students, take the student outside and show the students.

8.5.4. Select Text with Rich Vocabulary and Images

Have an elected, regular time to read aloud to the students inside the teaching space. Reading to the students is an excellent method or approach to not only teach them new words, but to model their correct pronunciation of each word.

Choose high interest reading material with rich vocabulary and images. Attractive images in text are powerful in communicating the meanings of words.

If a teacher can, show the text on a large screen with the help of a document camera, in such a way that the text is highly visible to the students of the entire class as he or she read it.

To teach the meanings of words for which there are no visuals on the page, it is necessary to pre-teach the key vocabulary from the text, escorted with the help of the pictures, which has been collected by the teacher or tutor to show the meanings of each and every word.

8.5.5. Play Vocabulary Games

Permit every student several numbers of chances to practice new vocabulary with the help of the games and several activities inside the teaching space. Some samples are:

- **Word Bingo:** Each of the students has a card with grids, with one word written in each grid. Students listen for the meaning of each and every word and place markers on each word portraying the actual meaning they hear.
- The first player to mark an entire row, column or diagonal pattern of words is the winner. For more improved students, give the students each two cards, the students now require a marked pattern of words on each card to win the game.
- **Charades:** Students have to act out a word or phrase without speaking, on the other hand, the rest of the students will attempt to guess what the word or phrase is. The main objective for students to guess each word or phrase as fast as possible.

For more improved or competitive students, divide the students of the class into teams. Measure the time how long it takes each team to guess the word or phrase by the team of opponents. Keep track of time to help in determine the winning team (Figure 8.7).



Figure 8.7. Use games to build proficiency in language learning.

Source: Image_by Flickr.

- **Word Jeopardy:** Students are given several numbers of clues in the form of answers and must phrase their responses in the form of questions. Jeopardy games can be produced on smartboards with the help of following u-tube tutorials.

8.5.6. Sing Songs

With the help of the songs to teach vocabulary is always a winner for ELLs of all types of ages. Teacher or tutor can pre-teach the key vocabulary from the song before he or she announce the song lyrics to their respective students.

8.5.7. Seize Teachable Moments

Impromptu teachable moments are precious learning opportunities. They come without warning but are timely chances to teach new vocabulary.

For instance: teachers come across a very important word in a text which the teacher or tutor did not introduce before reading the text. Or a student applies a word in an oral sentence and another student asks what the meaning of the word is.

Use the word to a real-life experience the teacher has had. Students love hearing about the life stories of the teacher or tutor. Students are much more likely to remember what the word means when the teacher makes a personal connection to it.

8.6. THE TASK OF VOCABULARY LEARNING

One way to see the overall challenge in the field of vocabulary learning is with the help of the difference between knowing a word and the application of a word. In much simpler words, the reasons of the vocabulary learning should be consisting of both remembering the words as well as having the potential to apply them automatically in a wide range of language contexts when the necessity arises (according to the researcher named as McCarthy, in the year of 1984) (Figure 8.8).



Figure 8.8. The task of vocabulary learning.

Source: Image_by Pxhere.

In the matter of fact, evidence recommends that the knowledge aspect (both breadth as well as depth) necessitates more conscious and explicit learning operations, on the other hand, the ability factors are consisting of mostly implicit learning and memory (stated by the Ellis, in the year of 1994). Vocabulary learning strategies, in the same way, should consist of approaches or methodologies for “using” as well as “knowing” a word.

Another method to view vocabulary learning is to see it as a process of related sub-tasks. When learners first come across with a new word, the students might speculate the meaning and application from the clues which are available. Some of the learners might proceed to look it up in the dictionary.

Others might take down notes along the margins, between the lines, or on separate vocabulary notebooks. Some of the learners will repeat the new word a number of times until they are comfortable with it. Others will go beyond simple rote repetition to commit the word to memory.

Some would even try to apply the word in a proper manner. Each of these challenges' stages require a metacognitive judgment, choice, as well as deployment of cognitive approaches or methodologies for the vocabulary learning. And each of the approaches or methodologies a learner apply will control to a large amount how and how well a new word is learned.

8.7. TASK-DEPENDENT VOCABULARY LEARNING STRATEGIES

Till the present time, the majority of the empirical research on the vocabulary learning approaches or methodologies in a second language have a concentration on various sub-tasks of vocabulary learning. Some of the studies can be found on the vocabulary learning strategies which are based on the personality. In the similar way, learning context has been just noted in passing in discussions.

8.7.1. Guessing and Vocabulary Learning

The principle under this line of research is the belief that the vast majority of words in L1 which come from wide-ranging and several numbers of exposures with the help of the application as an alternative to the direct instruction, and in the same way, vocabulary learning in a second language should go along the same course (according to the researches done by the Coady, in the year of 1993).

Several numbers of queries have every so often been asked in the literature: Does predicting takes into the direction towards the incidental vocabulary learning in a second language? How many exposures are actually required to learn a word incidentally? Is incidental vocabulary learning better as compared to the intentional learning?

8.7.2. Dictionary Use and Vocabulary Learning

The agreement of whether dictionaries should be used in the foreign language teaching space, and what types of dictionaries, if at all, should be used has always been a lively one between the language teachers and lexicographers.

Empirical research on dictionaries has main concentration on relating the helpfulness of the dictionaries with that of guessing (according to the Knight, in the year of 1994) (Figure 8.19).

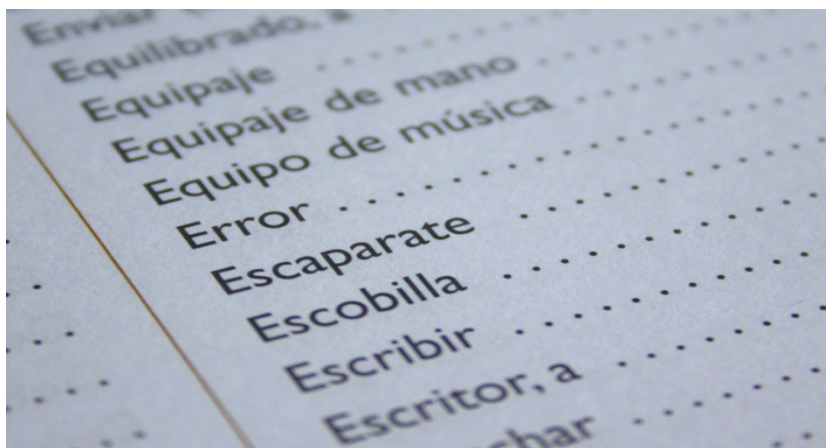


Figure 8.9. Task-dependent vocabulary learning strategies.

Source: Image_by Pxhere.

And only a one or two of these studies took vocabulary development as their dependent variable (according to the Knight, in the year of 1994; and the same by the Luppescu & Day, in the year of 1993), majority of others examined the worth of the dictionaries in the field of reading comprehension. Dictionary approaches, if at all stimulated, have usually been planned in an inflexible manner (according to the reports by Scholfield, in the year of 1982; and the same done by the Thompson, in the year of 1987).

8.7.3. Dictionaries and Vocabulary Learning

Most of the studies on the successfulness of dictionaries with respect to the vocabulary learning have been conducted in L1 situations, and the majority of them have compared dictionary definitions with the contextual guessing. In overall, consequences in these studies preferred the contextual guessing approach (according to Crist, in the year of 1981; and the same done by Crist & Petrone, in the year of 1977).

These outcomes were, never the less, puzzled with the help of the fact that the contextual guessing groups read texts that is consisting of definitions or examples, and were in this way exposed to dictionary-like situations as well as natural texts (stated by the Knight, in the year of 1994).

According to the two-researcher named as Stahl and Fairbanks' (in the year of 1986) meta-analysis of vocabulary studies which are based on the L1 did exposed that an integrated methodology is more efficient or productive as compared to the either dictionary only or contextual guessing only.

In the time period of recent years have observed a flow of interest in the dictionary research in L2 contexts (for example, Hulstijn, in the year of 1993; Knight, in the year of 1994; Laufer & Hadar, in the year of 1997; Laufer & Hill, in the year of 2000; Laufer & Kimmel, in the year of 1997).

Knight (in the year of 1994), for instance, revealed that even though accompanying vocabulary learning with the help of contextual guessing did take place, those who applied a dictionary as well as guessed with the help of the context not only learned more words instantly after reading but also remembered more after the timer period of two weeks.

8.8. SECOND LANGUAGE LEARNING THROUGH VOCABULARY ACQUISITION

Obtaining wide-ranging vocabulary is an important part of learning a second language. But commonly, vocabulary was help only as springboard of lesson, and never the lesson. ESL teachers have a habit of not to pay too much devotion or consideration in the vocabulary instruction, and it lessen vocabulary acquisition.

In this way, there are three most important aspects why the tutors or teachers should teach vocabulary instruction in the day-to-day lesson. These types of aspects are vocabulary influence communication, vocabulary elevate the reading understanding, and with wide-ranging vocabulary it could steer social settings.

8.8.1. Vocabulary Impact Communication

Having a wide-ranging vocabulary, a person could have the potential to interact with another person more efficiently, and they might have the potential to understand others more clearly. Vocabulary can be defined as “ words which people must know to interact efficiently; words in speaking “expressive vocabulary” and words in listening “receptive vocabulary” (stated by the two researchers named as Neuman & Dwyer, in the year of 2009).

8.8.2. Vocabulary Increases Reading Comprehension

To establish the network of semantics, then the vocabulary must be exaggerating. Vocabulary becomes an issue in reading, more particularly when the individual or a person is not familiar with it, the explanation for this issue is vocabulary instruction. People or an individual can obtain vocabulary even not in formal classes with the help of simple reading, reading several numbers of various subject, sources, as well as materials (Figure 8.10).



Figure 8.10. Vocabulary increases reading comprehension.

Source: Image by Flickr.

Children who know more words understand text better (according to Anderson & Freebody, in the year of 1981; Davis, in the year of 1944; and the same stated by Thurstone, in the year of 1946) because there is a strong relationship between the vocabulary knowledge and reading comprehension.

8.9. CONCLUSION

This chapter revolves around the concept of vocabulary and development for second language learners SLL. It focuses on what is a word and the importance of learning words in a second language. It also deals with the development and progress of vocabulary and language, the academic language, language acquisition, speaking, and listening skills for ELLs and using cognates with ELLs.

It then highlights the learners of ESL building up of a vocabulary, the super strategies to teach vocabulary such as labeling everything in the classroom, speaking, and engaging with students, pre-teach key vocabulary, selecting text with rich vocabulary, and playing vocabulary games and singing songs. These can be playful activities to engage students in order to improve and grow their vocabularies.

It then talks about the task of vocabulary learning, task-dependent vocabulary learning strategies such as the guessing and vocabulary learning, dictionary use and vocabulary learning, as well as the dictionaries and vocabulary learning.

Towards the end, it puts emphasis on the SLL through vocabulary, which inculcates the influence of vocabulary on communication and conversations, and how vocabulary is beneficial in improving and enhancing reading comprehensions.

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Introduction to Speech and Language Therapy:

A New Intervention in School

This book takes the readers through an overview of speech and language therapy and how they work in cases of children as well as adults, the role and technique of speech and language, assessment in speech and language, and language teaching. This book sheds light on linguistic theory and language teaching, various strategies for language teaching, and vocabulary development for the second language.

The first chapter stresses the basic overview of speech and language therapy, specific language impairment (SLI), the factors that influence treatment for speech and language. This chapter will also emphasize policies and guidelines that influence the provision of speech and language therapy for children, the concept of language therapy, speech therapy, and its use in stuttering. The second chapter takes the readers through the role and techniques of speech and language therapy, the role of speech and language in early intervention, and language-based learning difficulties or reading disorders (RDs). This chapter will provide highlights on the various techniques of therapy like articulation therapy, language intervention therapy, oral motor therapy, and vital stem therapy. Then, the third chapter explains the assessment in speech and language, its evaluation. It also explains the assessment of language disorders in school-age children, the specific parameters for assessment. This chapter also sheds light on the significance of formal assessment measures. The fourth chapter introduces the readers to the language teaching and history of language teaching along with its various objectives and principles. This chapter also explains the characteristics of a good language teacher, the importance of good communication skills and relationship with students, commitment, and dedication to teaching, along with explaining the significance of language learning. The fifth chapter throws light on the several various components of linguistic theory and language teaching, the way linguistics guides language teaching. This chapter contains different approaches to language theories and language teaching, trends in applied linguistics, computational linguistics, along with highlighting the major technological innovations such as blended and mobile learning. The sixth chapter takes the readers through the concept of strategies for language teaching, types of language teaching methodologies, benefits of teaching foreign languages, history of language learning strategies. The readers are then told about the various methods and characteristics of language learning strategies and their prevailing significances. The seventh chapter explains the role of academic English for a second language learner, reasons for the importance of English, the global spread of the English language. This chapter also emphasizes the other factors for the popularity of the English language like advertising, broadcasting, popular music, etc. It also states the difficulties for English learners. The last chapter of this book sheds light on the vocabulary development for second language learners, that is SLL, the task of vocabulary learning. This chapter also mentions task-dependent learning strategies and second language learning (SLL) through vocabulary acquisition.

This book has been designed to suit the knowledge and pursuit of the researcher and scholars and to empower them with various aspects of speech and language and the methods and techniques on which they are based so that they are updated with the information. I hope that the readers find the book explanatory and insightful and that this book is referred by scholars across various fields.



Dr. Prafull D. Kulkarni is an experienced professor of English, a recognized research supervisor, and an author of international repute. He has to his credit over fifteen books as an author, five volumes as Editor, over ten international papers, and nine research projects on various themes of English language, literature, drama, culture, and folklore. Besides teaching literature courses for the past twenty-seven years in the public universities of India and Africa, he supervises PhD and M.Phil. scholars in a public university in India.