

Examination Questions

Multiple Choice

- 15.1 The best conclusion regarding the use of augmentative communication is:
- spoken language use usually decreases after implementation.
 - it always requires a lot of money to use.
 - enhancing communication skills is often the biggest challenge.
 - once you find the right device the problem is solved.
- 15.2 Blissymbols are an example of a:
- communicative device.
 - assessment procedure.
 - sign language.
 - representational system.
- 15.3 Place the following in order of "guessability" from most easily guessed (1) to least easily guessed (3):
- _____ Blissymbols
- _____ color photos
- _____ black and white drawings
- 15.4 Which of the following statements best represents current thinking regarding the issue of prerequisites to AAC usage?
- It is important to assess skills such as language and cognitive abilities in order to develop an individual's AAC system.
 - Individuals who can not move their arms can not benefit from AAC systems.
 - Individuals must have exhibited some spoken language in order to be candidates for AAC systems.
 - Children who have not yet reached stage V of Piaget's levels of cognitive development can not benefit from the use of AAC systems.
- 15.5 The best strategy for selection of vocabulary to be included in an AAC user's system is to:
- select vocabulary that the teacher identifies as important.
 - select vocabulary that is needed in the environments in which the user will function.
 - select vocabulary from word lists developed for people with intellectual disabilities.
 - select vocabulary from the first 50 word developmental data.

True-False

15.6 American Sign Language (ASL) is an example of an unaided communication technique.

15.7 Most researchers have concluded that potential AAC users must reach at least Stage V on Piaget's hierarchy of cognitive development in order to benefit from an AAC system.

15.8 There is evidence that a combination of gestural and voice-output communication systems may be best for most persons.

15.9 In general, symbols that are more iconic are easier to learn.

15.10 Researchers have found that, when AAC systems are introduced, the social acceptance of individuals with disabilities decreases.

Short Answer

15.11 Augmentative and alternative communication systems consist of three components:

15.12 The two basic kinds of AAC devices are _____ and _____.

15.13 _____ involves making a selection from preselected choices.

15.14 Preassessment for AAC usage should include both an assessment of the _____ and assessment of the _____.

15.15 _____ refers to the ease or difficulty of learning a particular symbol set.

15.16 The five steps in planning an augmentative and alternative communication system include:

Essay

15.17 Give three suggestions for improving the communication skills of AAC users and their conversational partners that are based on the research on this issue.

15.18 What should be assessed prior to the implementation of an AAC system? What is the purpose of this assessment?

15.19 How can teachers help students who use AAC system enhance their literacy skills? Consider the classroom curriculum, activities, and accommodations that would benefit AAC users.

Chapter 16

Language, Culture and English Language Learners

Chapter Goals

After completing this chapter students should be able to:

1. Distinguish a dialect difference from a language disorder.
2. Understand the influence of culture on language.
3. Understand the special instructional needs of English language learners.
4. Select appropriate assessment procedures for children with language differences.
5. Describe effective programs for English language.
6. Understand the special problems of English language learners with disabilities.
7. Develop effective instructional practices for English language learners with disabilities.

Chapter Outline

I. Cultural Diversity

II. Dialect Differences

- A. Definition
- B. Regional dialects
- C. Social dialects

III. Language and Culture

IV. English Language Learners

- A. Definitions
- B. English language learners and literacy
- C. English language learners and special education

V. Appropriate Assessment

- A. Purposes
- B. IDEA requirements
- C. Problems in assessment
 1. Cultural bias
 2. Lack of appropriate tests
 3. Lack of trained personnel
- D. Recommendations for assessment

VI. Instructional Programs

- A. Goals
 1. Basic interpersonal communicative skills
 2. Cognitive/academic language proficiency
- B. Instruction for English language learners
 1. Instructional models
 2. Outcomes of programs
 3. Obstacles to implementation
- C. Instruction for students with dialect differences
- B. Instruction for students with language disorders and language differences

1. Instructional models
2. Recommendations

VII. Literacy Instruction for Students with English Language Learners

Key Terms

basic interpersonal communicative skills
bidialectalism
bilingualism
Black English Vernacular
code switching
cognitive/academic language proficiency
dialect
dynamic assessment
Ebonics
English as a Second Language
Sheltered English immersion

Classroom Activities

1. Students can be divided into partners. One person should tell the other something about their “culture” that they think the other person may not know. Then the other person does the same. This can be repeated several times. The students can report back what they learned about their own culture and about the culture of the other person.
2. An interesting activity can for students to identify regional dialect differences. They can develop a list of vocabulary and/or pronunciation differences.
3. Compare the cases of Jeanne and Rosemary that are found in the beginning of the chapter. What sort of accommodations/programs would each student need? What implications does each case have in regard to assessment?

Answers to Review Questions

1. Most linguists would argue that there is no “right” way to talk. On the other hand, various social milieus expect people to talk in particular ways.
2. BEV is characterized by differences in phonology, syntax, and pragmatics as well as in aspects of conversational discourse. Some of the unique features include: deletion or substitution of medial and final consonant sounds (“brother”=”brovah; “walked”= “walk”) deletion of auxiliary verb (“The boy is running”=”The boy running”, and deletion of the possessive suffix (“boy’s=boy as in “It is the boy’s ball”).

3. Bilingual children develop language and cognitive skills at about the same rate as monolingual children. Some research has found that their cognitive skills are developed more rapidly and that they have an advantage in metalinguistic development.
4. Factors such as parents' educational levels, length of time that the family has been in the United States, opportunities for education, English language skills, quality of instruction, and bias can influence the acquisition of literacy skills.
5. -behavioral and/or learning disability
 - limited English proficiency
 - race/class difference
- 6 - Standardize existing tests on non-mainstream English speakers
 - Include a small percentage of minorities in the standardization sample when developing a test
 - Modify or revise existing tests in ways that will make them appropriate for non-mainstream speakers
 - Utilize a language sample when assessing the language of non-mainstream speakers
 - Use criterion-referenced measures when assessing the language of non-mainstream speakers
 - Refrain from using all standardized tests that have not been corrected for test bias when assessing the language of non-mainstream speakers
 - Develop a new test which can provide a more appropriate assessment of the language of non-mainstream English speakers.
7. The sink-or-swim approach provides mainstream classroom instruction with no special help or scaffolding. Structured immersion-or sheltered English immersion programs provide instruction almost entirely in English, but in a self-contained classroom consisting only of English language learners.
8. Because there is evidence that this leads to more rapid development of literacy skills.
9. Educational reasons: They cite evidence that the reading skills of speakers of BEV lag behind those of other children, both white and black. Furthermore, since "standard" English is the language of instruction in classrooms, speakers of BEV and other nonstandard dialects are at a disadvantage.
 - Employment reasons: They cite evidence that use of "standard" English is an important factor in hiring decisions. They argue that it is unfair to speakers of nonstandard dialects *not* to teach them the language skills they will need for employment.
 - Ethical and pragmatic reasons: Ethically, it is wrong to deny the child the use of their dialect. But, it is equally wrong to deny the child the opportunity to learn "standard" English. The pragmatic argument is that, like it or not, "standard" English is required for success in the United States and children must be given the opportunity to acquire the standard dialect.

Examination Questions

Multiple Choice

16.1 Shawnetta is a seven year old, African-American girl who lives in an urban, inner-city neighborhood. She sometimes drops endings (such as the plural "s") from words and uses the infinitival form of be as an auxiliary verb ("He be goin'"). We can conclude that Shawnetta:

- a. speaks English as a second language.
- b. is language disordered.
- c. speaks a different dialect of English.
- d. requires special education placement.

16.2 Children who speak a language other than English as their first language:

- a. are usually language disordered.
- b. are usually mentally retarded.
- c. may score more poorly on standardized tests because of bias.
- d. learn best when taught with English only.

16.3 Jaime has recently come to the United States from Chile, where he learned Spanish as his first language. He is ten years old and entering the fifth grade. He can read and write in Spanish at a level appropriate for his age, but he can neither read nor write in English and has a limited vocabulary in English. From this information, we can conclude that Jaime:

- a. probably has a language disability.
- b. has limited English proficiency and may benefit from an ESL or bilingual program.
- c. should be placed in a special education classroom until he acquires enough English to be in a regular education classroom.
- d. is bilingual in Spanish and English.

16.4 Research on instructional programs for children who speak a language other than English as their first language has found that:

- a. the "sink-or-swim" model has been found to be most effective for building English language skills.
- b. bilingual education programs that combined instruction in a first language with instruction in a second language-have not been found to work.
- c. students in bilingual programs progress perform worse than their monolingual peers in assessments of academic, cognitive, and social functioning.
- d. Sheltered instruction (or sheltered immersion) programs have been found to be most successful programs for building both English language skills and content area knowledge in English language learners

16.5 Which of the following statements most accurately describes current thinking about social dialects (such as "Black English Vernacular")?

- a. Such dialects are as complex linguistically as the "standard" dialect.
- b. Social dialects such as "Black English Vernacular" are linguistically inferior to the "standard" dialect.
- c. Children who have social dialect differences are culturally and linguistically deprived.
- d. Children who have social dialect differences should be referred to special education.

16.6 Children who learn two languages simultaneously:

- a. learn each language more slowly than children learning one language.
- b. learn each language more quickly than children learning one language.
- c. learn each language at about the same rate as children learning one language.
- d. lag behind in pragmatic development when compared to children learning one language.

16.7 Which of the following statements is true of English language learners with special needs?

- a. They are overrepresented in special education classes.
- b. They are underrepresented in special education classes.
- c. They are not found in special education classes.
- d. All of the above.
- e. A and B only.

True-False

16.8 Dialects have a syntactic structure that is different from the main language from which they are derived.

16.9 Linguists have found that Black English Vernacular is as complex linguistically as the "standard" English dialect.

16.10 Children learning two languages simultaneously do so at a rate similar to that of children learning just one language.

Short Answer

16.11 Black English Vernacular is an example of a _____ of English.

16.12 When people change from using one dialect or language to another during a conversation, this is called _____.

16.13 What are the three "threats" that Rueda and Chan associated with children with limited English proficiency and special needs?

16.14 In _____ programs English language learners are placed in self-contained classrooms instruction is mainly in English.

16.15 _____ programs seek to give children with dialect differences instruction in the "standard" dialect so they can be more successful in school and after school.

Essay

16.16 Should a child be referred to a speech/language specialist because he does not use "good" language? Why or why not.

16.17 What are some of the impediments to fully implementing the mandates of the Individuals with Disabilities Education Act (IDEA) in regard to the assessment of children who speak a language other than English?

16.18 Considering the factors that affect literacy acquisition in English language learners, how can classroom instruction be provided to enhance literacy in these students?

Answer Key for Examination Questions**Chapter 1**

Multiple Choice	True-False	Short Answer
1.1. Answer: B Difficulty: E	1.8. Answer: F	1.15. (speech)
1.2. Answer: C Difficulty: M	1.9. Answer: T	1.16. (symbols)
1.3. Answer: A Difficulty: M	1.10. Answer: F	1.17. (rule-governed/meaning/arbitrary)
1.4. Answer: C Difficulty: M	1.11. Answer: T	1.18. (receiver/means)
1.5. Answer: D Difficulty: M	1.12. Answer: T	1.19. (expressive)
1.6. Answer: A Difficulty: E	1.13. Answer: F	1.20. (delays)
1.7. Answer: B Difficulty: M	1.14. Answer: F	