

5 Components of Language

1. Phonology
 - a. Phonology is the study of the sounds of a language.
 - b. A student who is challenged phonologically may have trouble pronouncing velar sounds. This means that this student has trouble making the back of his/her tongue touch the velum. This would prevent the student from using the sounds for k, g, or n when speaking. This means that this student would have trouble with particular pronunciation exercises, reading aloud, or even social issues due to exclusion by other students who can pronounce velar sounds.
2. Morphology
 - a. Morphology is the set of rules that apply to a language's morphemes.
 - b. A student who is challenged morphologically may have issues with constructing plural words. For example, they may express their love for dogs as, "I love dog." This would cause problems in speech, vocabulary development, as well as writing out proper sentences.
3. Syntax
 - a. Syntax is the set of rules that determine a language's sentence structure.
 - b. A student who is challenged syntactically may have trouble producing long sentences that follow the rules of the English language. For example, the student may say, "I lunch eat friends with my." Obviously the student means that he/she ate lunch with his/her friends, but because of syntactical issues, he/she is unable to express that properly. This could cause issues particularly in the area of writing compositions, or answering short answer questions.
4. Semantics
 - a. Semantics is the study of the meaning of words in a language.
 - b. A child who is challenged semantically may have trouble with identifying certain items because of their limited vocabulary. For example, a student may point at a pen and ask, "May I use that pencil?" because he/she does not recognize that a pencil is different from a pen. This student would have trouble when asked to identify different objects in a room. This student would also have trouble when trying to communicate what they need or want to an adult.
5. Pragmatics
 - a. The set of rules for a language's conversational or social context.
 - b. A student who is challenged pragmatically has trouble understanding social cues or context other than the words or structure of a sentence. For example, a student may not be able to learn the ability to speak in turn in class. This can cause a student to have difficulty working in groups, or interacting with other

students because they do not understand the need to let others talk, or let other students have their turn.

Purpose of Expressive Language Sample

A young child's expressive language can tell a trained professional a lot about some of the struggles that the child might face as a student or as a child in social contexts. An expressive language sample can unveil certain issues that a child is having with speech development. The identification of this problem can then lead to treatment which can help to prevent issues later on. For example, if a young child is having trouble with syntax, a professional speech/language pathologist can work directly with that student to help him/her understand sentence structure and give the student extra attention in that area. Expressive language samples will also give a concrete score with researched and vetted outcomes so that speech/language pathologists can determine their stage in language development and determine whether or not the student needs speech therapy or treatment to bring them up to their appropriate stage.

10 Questions

Grade: 5th

1. How many words can the student read?
2. What is the general purpose for them reading? To learn reading, or to learn about the subject that he/she is reading about?
3. Does the student have any speech impediments like certain sounds that he/she cannot pronounce?
4. When constructing a sentence does the student understand plurality, or verb tenses?
5. When the student is working with other students, does he/she work well, or does he/she tend to talk over other, speak out of turn, or not understand social context?
6. When studying vocabulary, does the student correctly associate words and items? For example, does the student know the words for various animals, or does he/she just call all animals dogs?
7. When asked a question about his/her afternoon the day before, does the student respond appropriately, or does he/she respond with an irrelevant statement?
8. Would he/she recognize the difference between the words happy/happiness?
9. When writing sentences about particular vocabulary words, does the student write the sentences using the appropriate sentence structure rules?
10. Can the student take a simple sentence and make 2 or 3 transformation of it?