Week One

Morphology
Smallest grammatical unit of a word cannot be broken down ie dog, cat, fish, lady, man

Phonology
Rules governing the structure, distribution and sequencing of speech sounds and the shape of syllables. Each language has a variety of speech sounds or phonemes.

Semantics
Is the system of rules governing meaning or content of words and word combinations. Includes word knowledge and word knowledge

Pragmatics
When we use language to affect others or to relay information, we make use of pragmatics. Pragmatics concentrates on language as a communication tool that is used to achieve social ends. In other words, pragmatics is concerned with the language is used to communicate rather than with the way language is structured.

Pragmatics consists of
- Communication intentions and recognised ways of carrying them out
- Conversational principles or rules
- Types of discourse such as narratives and jokes and their constructions

More that in the other components of language, successful pragmatics requires understanding of the culture and of individuals. In order to be valid, speech must do three things:
- Involve appropriate persons and circumstances
- Be complete and correctly executed by all participants
- Contain the appropriate intentions of all participants

Syntax
The form or structure of a sentence is governed by the rules of syntax. These rules specifiy word phrase and clause order, sentence organisations and the relationship among words, word classes and other sentence elements. Sytax specifies which word combinations are acceptable or grammatical and which are not.

Collecting Language Samples
A representative sample should include as many of the child's everyday experiences as possible.

Language samples are common options for assessing children's oral language and are recommended because

- More natural assessment
- Unbiased measure for children who do not speak a mainstream dialect or are from a cultural minority
- Suitable for children learning multiple languages
- Suitable for children with sensory or behavioural difficulties that make standardised testing difficult or invalid

Issues to consider when collecting a data

- Method of data collection
- Sample size
- Collection procedures
- Analysis procedures
- Consider the setting and layout of the observation to ensure that you are getting the best 'angle' to collect the data you need
- Build rapport
- Be friendly and enthusiastic
- Be patient
- Use open-ended questions and follow the speakers lead
- Ask age appropriate questions
- DON'T ask too many questions

Method of data collection

- What am I observing
- Receptive language
  - -structured procedures including looking pointing, acting out or following instructions
  - -unstructured procedures including play and asking questions
- Expressive language
  - -structured testing
  - - spontaneous conversation sample

Sample Size and Variability

- Too small of a sample poses risks because the data may not be representative in terms of quality and quantity
- Too large of a sample is inefficient due to time for transcribing and analysis

How Much Is Enough

50 – 100 utterances

Sample Length

Short samples may be appropriate where:

- Used as part of a comprehensive assessment where data is collected rom multiple sources

- Used as a progress monitoring tool as I tis naturalistic and not related to a specific task
- No evidence base exists to substantiate or justify clinical intuition

Collection Procedures

Transcribe as soon as possible
Confirm the sample is representative by talking to a the parent, teacher and caregivers

Use of Parent Report

Parents have been found to be accurate at