Assessing Listening And Spoken Language In Children With Hearing Loss

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Assessing Communication Competence in Speaking and Listening

Speaking is a dynamic, interpersonal process and one that strongly influences how we are perceived by others in a range of formal and everyday contexts. Despite this, speaking is often researched and taught as if it is simply writing delivered in a different mode. In Teaching and Researching Speaking, Rebecca Hughes suggests that we have less understanding than we might of important meaning-making aspects of speech such as prosody, gaze, affect, and the ways speakers collaborate and negotiate with one another in interaction. This thoroughly revised and updated second edition looks to the future of the field, offering: A new chapter on assessment, discussing 'high stakes' oral language testing contexts such as immigration New material considering access to spoken data via the worldwide web and new technologies that allow neurolinguistic insights formerly hidden from view Summaries and case studies to help the reader understand how to approach researching speaking and encourages practitioners to question the models of speaking that they are using in their classrooms. Reviewing materials and assessment practices in the light of current knowledge about spoken language, and highlighting areas for new work and collaboration between researchers and practitioners, this book will be a valuable resource for anyone involved in language teaching.

The English Quarterly

This book constitutes a clear, comprehensive, up-to-date introduction to the basic principles of psychological and educational assessment that underlie effective clinical decisions about childhood language disorders. Rebecca McCauley describes specific commonly used tools, as well as general approaches ranging from traditional standardized norm-referenced testing to more recent ones, such as dynamic and qualitative assessment. Highlighting special considerations in testing and expected patterns of performance, she reviews the challenges presented by children with a variety of problems--specific language impairment, hearing loss, mental retardation, and autism spectrum disorders. Three extended case examples illustrate her discussion of each of these target groups. Her overarching theme is the crucial role of well-formed questions as fundamental guides to decision making, independent of approach. Each chapter features lists of key concepts and terms, study questions, and recommended readings. Tables throughout offer succinct summaries and aids to memory. Students, their instructors, and speech-language pathologists continuing their professional education will all welcome this invaluable new resource. Distinctive features include: A comprehensive consideration of both psychometric and descriptive approaches to the characterization of children's language A detailed discussion of background issues important in the language assessment of the major groups of children with language impairment Timely information on assessment of change--a topic frequently not covered in other texts Extensive guidance on how to evaluate individual norm-referenced measures for adoption An extensive appendix listing about 50 measures used to assess language in children A test review guide that can be reproduced for use by readers.

Assessment of Language Disorders in Children

Telepractice in Audiology

Literacy and Deafness

This book provides language teachers with guidelines to develop suitable listening tests

Understanding Spoken English - Teacher's Book Three

Based on the authors' model of auditory, speech, and language development, the book provides educators with effective techniques and strategies for working with children in the primary grades.

Teaching and Researching: Speaking

This book reports in detail the newly developed Communicative Listening Comprehension Test (CLCT) for the National College English Test (CET) of China. Following the principles of communicative testing in general and test construction approach proposed by Bachman and Palmer (1996) in particular, the project develops CLCT for CET-4 and CET-6. The research begins with the construction of

frameworks of listening task characteristics and communicative listening ability. Subsequently, based on a survey of Chinese college students' English listening needs and an analysis of listening tasks in influential English listening course books and public tests, CLCT-4 and CLCT-6 test specifications are developed. Finally, sample papers are produced and a series of posteriori studies are conducted to examine the difficulty and usefulness of the newly developed notes-completion task type in two CLCT tests. As an example of successful integration of communicative testing theories and test construction practice, this research provides valuable insights into listening test development for other large-scale tests.

Assessing Languages for Specific Purposes

This volume documents international, national, and small-scale testing and assessment projects of English language education for young learners, across a range of educational contexts. It covers three main areas: age-appropriate 'can do statements' and task types for teaching and testing learners between the ages of 6 to 13; innovative approaches to self-assessment, diagnostic testing, self-perception, and computer-based testing; and findings on how young learners perform on vocabulary, listening, speaking, pronunciation, and reading comprehension tests in European and Asian contexts. Early language learning has become a major trend in English language education around the globe. As a result of the spread of teaching English to a growing number of young children, assessment of and for learning have emerged as key issues. In line with this development, there is a clear and emerging need to make early language programs accountable and to assess both the progress children make over time and to quantify their achievement at various stages of development. This volume informs stakeholders about the realistic goals of early language learning, their efficiency, and how much progress children make over time.

Native Listening

Language students learn best when given the opportunity to communicate meaningful content in realistic settings. Providing those realistic contexts hasn't always been easy, but as this book emphatically demonstrates technology can help. Current Internet- and software-based technologies offer authentic, individualized interactions with members of the target language community - precisely the kind of interaction that leads to the biggest gains in proficiency. Months' worth of lesson plans and activities show you how to use the best of these technology tools to build content-based curricula for all ages and languages, and simultaneously address critical technology and content area standards. FEATURES Dozens of lesson plans on CD-ROM that can be used as stand-alone activities or month-long curriculum plans Introductory essays on technology integration and foreign language standards, performance assessment, and distance learning Interdisciplinary links, teaching tips, lesson extenders, and assessment rubrics for each unit Also available: Teachers as Technology Leaders: A Guide to ISTE Technology Facilitation and Technology Leadership Accreditation - ISBN 1564842266 Transforming Classroom Practice: Professional Development Strategies in Educational Technology - ISBN 1564842460

Formative Assessment for Literacy, Grades K-6

"This series has been designed to help students of English understand spoken language as it is encountered in everyday business and social situations in English speaking environments aroudn the world."--Back cover.

Children with Hearing Loss

Test developers need to provide a clear explication of the language ability constructs that underpin the tests they offer in the public domain; such an explication is essential for supporting claims about the validity --- or usefulness --- of tests and test scores. This edited volume develops a theoretical framework for validating tests of second language speaking ability. The framework is then applied through an examination of the tasks in Cambridge ESOL speaking tests from a number of different validity perspectives that reflect the socio-cognitive nature of any assessment event. The chapter authors show how an understanding and analysis of the framework and its components can assist test developers to operationalise their tests more effectively, especially in relation to the key criteria that differentiate one proficiency level from another. The volume is a rich source of information on all aspects of examining speaking ability. As such, it will be of considerable interest to examination boards who wish to validate their own speaking tests in a systematic and coherent manner, as well as to academic researchers and graduate students in the field of language assessment more generally. This is a companion volume to the previously published titles Examining Writing and Examining Reading.

Assessing L2 Listening

"Produced in cooperation with Learning to Listen Foundation"--P. 4 of cover.

Helping Deaf and Hard of Hearing Students to Use Spoken Language

An argument that the way we listen to speech is shaped by our experience with our native language. Understanding speech in our native tongue seems natural and effortless; listening to speech in a nonnative language is a different experience. In this book, Anne Cutler argues that listening to speech is a process of native listening because so much of it is exquisitely tailored to the requirements of the native language. Her cross-linguistic study (drawing on experimental work in languages that range from English and Dutch to Chinese and Japanese) documents what is universal and what is language specific in the way we listen to spoken language. Cutler describes the formidable range of mental tasks we carry out, all at once, with astonishing speed and accuracy, when we listen. These include evaluating probabilities arising from the structure of the native vocabulary, tracking information to locate the boundaries between words, paying attention to the way the words are pronounced, and assessing not only the sounds of speech but prosodic information that spans sequences of sounds. She describes infant speech perception, the consequences of language-specific specialization for listening to other languages, the flexibility and adaptability of listening (to our

native languages), and how language-specificity and universality fit together in our language processing system. Drawing on her four decades of work as a psycholinguist, Cutler documents the recent growth in our knowledge about how spoken-word recognition works and the role of language structure in this process. Her book is a significant contribution to a vibrant and rapidly developing field.

Auditory-Verbal Therapy

Developing Standards-based Assessment Tasks for English as a First Foreign Language

The fourth edition of Children With Hearing Loss: Developing Listening and Talking, Birth to Six is a dynamic compilation of important information for the facilitation of spoken language for infants and young children with hearing loss. This text covers current and up-to-date information about auditory brain development, listening scenarios, auditory technologies, spoken language development, and intervention for young children with hearing loss whose parents have chosen to have them learn to listen and talk. The book is divided into two parts. Part I, Audiological and Technological Foundations of Auditory Brain Development, consists of the first five chapters that lay the foundation for brain-based listening and talking. These chapters include neurological development and discussions of ear anatomy and physiology, pathologies that cause hearing loss, audiologic testing of infants and children, and the latest in amplification technologies. Part II, Developmental, Family-Focused Instruction for Listening and Spoken Language Enrichment, includes the second five chapters on intervention: listening, talking, and communicating through the utilization of a developmental and preventative model that focuses on enriching the child's auditory brain centers. New to the Fourth Edition: *All technology information has been updated as has information about neurophysiology. *The reference list is exhaustive with the addition of the newest studies while maintaining seminal works about neurophysiology, technology, and listening and spoken language development. *New artwork throughout the book illustrates key concepts of family-focused listening and spoken language intervention. This text is intended for undergraduate and graduate-level training programs for professionals who work with children who have hearing loss and their families. This fourth edition is also directly relevant for parents, listening and spoken language specialists (LSLS Cert. AVT and LSLS Cert. AVEd), speech-language pathologists, audiologists, early childhood instructors, and teachers. In addition, much of the information in Chapters 1 through 5, and also Chapter 7 can be helpful to individuals of all ages who experience hearing loss, especially to newly diagnosed adults, as a practical "owner's manual."

Assessing Students with Special Needs

Early Reading Assessment

Teaching the Spoken Language

Telepractice in Audiology provides practical information to audiologists to enable the development and delivery of a successful telepractice program. Specifically, the text discusses the technological requirements (e.g., videoconferencing equipment, remote programming software options, Internet connections, etc.), applications and models of service delivery in audiology, policy and regulatory issues, as well as future directions in the field. The use of telepractice technology, specifically the Internet and remote programming software, has the potential to improve equity of access to services and reduce the burden placed on families. Program reports, outcomes, and publications that are emerging demonstrate the ability to offer sophisticated audiological assessments with reliable outcomes. This text provides the knowledge and skills required to implement a telepractice program that could provide a range of audiological services from diagnostics to intervention and habilitation/rehabilitation. Further, different models of service delivery are presented, thus demonstrating the flexibility of a telepractice approach. Telepractice in Audiology is a useful resource for practicing clinicians as well as students training to be audiologists. In addition, teachers of the deaf, speech-language pathologists, IT support persons, and other individuals interested in the application of, or endeavoring to implement, teleaudiology programs will also benefit from this text.

Teaching English, Language and Literacy

Teaching English 3-11

This book is relevant for language testers, listening researchers, and oral proficiency teachers, in that it explores four broad themes related to the assessment of L2 listening ability: the use of authentic, real-world spoken texts; the effects of different speech varieties of listening inputs; the use of audio-visual texts; and assessing listening as part of an interactive speaking/listening construct. Each theme is introduced with a review of the relevant literature, and then is examined through either two or three empirical studies. The notion of authenticity underlies each of these four themes. By creating more authentic test tasks that are similar to real world language tasks, test developers can create listening assessments that not only more effectively assess test takers' communicative competence, but can also have a positive washback effect on educational systems.

When the Brain Can't Hear

This book is open access under a CC BY licence. It spans the areas of assessment, second language acquisition (SLA) and pronunciation and examines topical issues and challenges that relate to formal and informal assessments of second language (L2) speech in classroom, research and real-world contexts. It showcases insights from assessing other skills (e.g. listening and writing) and highlights perspectives from research in speech sciences, SLA, psycholinguistics and sociolinguistics, including lingua franca communication, with concrete implications for pronunciation assessment. This collection will help to establish commonalities across research areas and facilitate greater consensus about key issues, terminology and best practice in L2 pronunciation research and assessment. Due

to its interdisciplinary nature, this book will appeal to a mixed audience of researchers, graduate students, teacher-educators and exam board staff with varying levels of expertise in pronunciation and assessment and wide-ranging interests in applied linguistics.

Assessing Listening

Auditory-Verbal Therapy: For Young Children with Hearing Loss and Their Families, and the Practitioners Who Guide Them provides a comprehensive examination of auditory-verbal therapy (AVT), from theory to evidence-based practice. Key features: Detailed exploration of AVT, including historical perspectives and current research that continue to drive clinical practiceEssential use of hearing aids, cochlear implants, and other implantable devices, and additional hearing technologies in AVTGoals of the AV practitioner and strategies used in AVT to develop listening, talking, and thinkingEffective parent coaching strategies in AVTBlueprint of the AVT sessionStep-by-step AVT session plans for infants, toddlers, preschoolers, and early school-age childrenCritical partnerships of the family and the AV practitioner with the audiologist, speech-language pathologist, physical therapist, occupational therapist, hearing resource teacher, and psychologistFamilies Journeys in AVT from 12 countries around the world In AVT, parents and caregivers become actively engaged as their child's first and most enduring teachers. Following an evidence-based framework, Auditory-Verbal Therapy: For Young Children with Hearing Loss and Their Families, and the Practitioners Who Guide Them demonstrates how AV practitioners work in tandem with the family to integrate listening and spoken language into the child's everyday life. The book concludes with personal family stories of hope, inspiration, and encouragement, written by parents from twelve countries across the world who have experienced the desired outcomes for their children following AVT. This book is relevant to AVT practitioners, administrators, teachers of children with hearing loss, special educators, audiologists, speech-language pathologists, psychologists, surgeons, primary care physicians, and parents.

Assessing Listening

This indispensable resource offers a cutting-edge framework and practical tools for screening and assessing K-2 students at risk for reading problems. Provided are critical reviews of 42 specific measures, selected for optimal technical quality and presented in a clear, standardized format. Encapsulated are the scientific basis for each instrument; the components of reading acquisition measured; administration, scoring, and interpretation procedures; the instrument's psychometric soundness and usability; linkages to intervention; source; and cost. Detailed case examples drawn from the author's practice help the reader better understand the type of information generated by each measure and demonstrate how results can be written up in a variety of effective report formats.

Teaching Speaking and Listening in the Primary School

Teaching the Spoken Language is about teaching the spoken language. It presents in a highly accessible form the results of the author's important research on

teaching and assessing effective spoken communication. The authors examine the nature of spoken language and how it differs from written language both in form and purpose. A large part of it is concerned with principles and techniques for teaching spoken production and listening comprehension. An important chapter deals with how to assess spoken language. The principles and techniques described apply to the teaching of English as a foreign and second language, and are also highly relevant to the teaching of the mother tongue.

Assessing Listening for Chinese English Learners

This book constitutes the refereed proceedings of the 6th International Conference on Brain Inspired Cognitive Systems, BICS 2013, held in Beijing, China in June 2013. The 45 high-quality papers presented were carefully reviewed and selected from 68 submissions. BICS 2013 aims to provide a high-level international forum for scientists, engineers, and educators to present the state of the art of brain inspired cognitive systems research and applications in diverse fields.

Telepractice in Speech-Language Pathology

Literacy Assessment

Grounded in research and practice, this resource shows elementary teachers how to use formative assessment to build students' language and literacy skills across the curriculum.

Assessing Speaking

Prev. ed. main entry under Wyse, Dominic.

Teaching the Core Skills of Listening and Speaking

This newly revised second edition looks at ways in which teachers can develop children's abilities in speaking and listening, as required by the National Curriculum. The authors discuss the links between language and learning; offer case studies and suggestions for classroom practice; and provide stimulating activities to help pupils to become more articulate, coherent and effective in standard English. The book is a suitable text for students taking primary initial teacher training courses. It will also be welcomed as a practical handbook for primary teachers.

Listening, Reading, Writing

This text not only combines current coverage of formal and informal assessment to meet federal initiatives, but "Assessing Students with Special Needs, " Sixth Edition, takes extra steps showing how to really use assessments and their results to improve education for students with special needs. The sixth edition prepares teachers and assessment professionals for all aspects of the assessment process--from identifying students with special needs to monitoring,

accommodating, and evaluating assessment tools, based on the Assessment Question Model listed on the inside front cover of this text. Features of the sixth edition of this accessible, comprehensive text include: Up-to-date coverage of the latest laws and regulations impacting how, when, and why students are assessed A thorough discussion of CEC skills and knowledge competencies related to assessment Over 200 formal and informal tools, including the most commonly used assessments, emphasizing how they fit into the overall assessment process "Assessment in Action" cases to encourage critical thinking about assessing students with special needs More coverage on alternate assessments including observation, criterion-referenced testing, curriculum-based and portfolio assessment How to develop collaborative partnerships when assessing students with special needs A robust, text-specific website at www.prenhall.com/mcloughlin

Assessing Listening and Spoken Language in Children with Hearing Loss

With the Common Core State Standards emphasizing listening and speaking across the curriculum, these long-neglected language arts are regaining a place in schools. For teachers, this means reexamining practices and rethinking expectations. How much do we know about teaching listening and speaking as the complex communication skills they are? How do we teach students to discuss appropriately, integrate and understand the mountains of information they receive, and express themselves clearly and effectively? In this lively and practical book, 20-year teaching veteran Erik Palmer presents an approach aligned to the six Common Core anchor standards for speaking and listening but focused on preparing students for 21st century communication inside and beyond the classroom. Here, you'll get concrete guidance for teaching and assessing * Collaborative discussion * Listening and media literacy * Questioning and reasoning * Speech presentation * Effective multimedia use * Adapting speech to different content and tasks With due respect to reading and writing, we do most of our communicating--in the classroom and in life--through listening and speaking. Filled with examples and specific activities targeted to variety of subjects and grade levels, this book is an essential resource for all teachers interested in helping students acquire core skills that cross the content areas and support long-term success.

Language Arts

This title highlights aspects of progression and continuity in the teaching of English across the Foundation and Primary years and encourages readers to develop an understanding of key principles and the confidence to apply these appropriately to their classroom practice.

Second Language Pronunciation Assessment

Testing language for specific purposes (LSP) refers to that branch of language testing in which the test content and test methods are derived from an analysis of a specific language use situation, such as Spanish for business, Japanese for tour guides, Italian for language teachers, or English for air traffic control. LSP tests are

usually contrasted with general purpose language tests, in which purpose is more broadly defined, as in the Test of English as a Foreign Language. This book is the first to examine the issues surrounding the implementation of tests for specific purposes. It includes an in-depth discussion of the issues, an examination of the current exams, and a comprehensive overview of the literature. It will be a welcome addition to any language teaching professionals library.

Real listening & speaking. 4 : With answers

Speaking is a central yet complex area of language acquisition. The assessment of this crucial skill is equally complex because of its interactive nature. This book takes teachers and language testers through the research on the assessment of speaking as well as through current tests of speaking. The book then guides language testers through the stages of test tasks, rating practices and design.

Helping Deaf and Hard of Hearing Students to Use Spoken Language

Assessing Young Learners of English: Global and Local Perspectives

Based on the authors' model of auditory, speech, and language development, the book provides educators with effective techniques and strategies for working with children in the primary grades.

Auditory-verbal Therapy and Practice

This book provides language teachers with guidelines to develop suitable listening tests

Examining Speaking

Foreign Language Units for All Proficiency Levels

This text takes the mystery out of literacy assessment by presenting it as a natural part of the instructional cycle and providing accessible routines for teachers. Its developmental-literacy stages framework and its practical, positive approach will help all teachers observe children to determine where they are in the developmental literacy process and assess literacy skills.

Advances in Brain Inspired Cognitive Systems

Profiles and explores APD, a hearing form of dyslexia in which the brain cannot process sound, delineating its symptoms, diagnosis, and treatment for child and adult sufferers while noting the prevalence of the condition's misdiagnosis. Reprint.

ROMANCE ACTION & ADVENTURE MYSTERY & THRILLER BIOGRAPHIES & HISTORY CHILDREN'S YOUNG ADULT FANTASY HISTORICAL FICTION HORROR LITERARY FICTION NON-FICTION SCIENCE FICTION

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