
Ch. 10 Manipulating Context

Owens, Robert E. (2010). *Language disorders: A functional approach to assessment and intervention*, 5th Edition. Boston, MA: Pearson.

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- “...a primary goal of language intervention should be for a child to learn the appropriate language skills to function effectively within everyday communication contexts or environments.” (p. 267)
 - = stu will learn language in an environment that encourages them to **USE** language, i.e., to get what they want.
 - = “speech acts”
 - = John Searle
 - = *Speech Acts: An Essay in the Philosophy of language*, (1969)

■ Speech Acts: Categories

□ “Representatives:

- here the speaker asserts a proposition to be true, using such verbs as: *affirm, believe, conclude, deny, report*.

□ Directives:

- here the speaker tries to make the hearer do something, with such words as: *ask, beg, challenge, command, dare, invite, insist, request*.

□ Commissives:

- here the speaker commits himself (or herself) to a (future) course of action, with verbs such as: *guarantee, pledge, promise, swear, vow, undertake, warrant*.

□ Expressives:

- the speaker expresses an attitude to or about a state of affairs, using such verbs as: *apologize, appreciate, congratulate, deplore, detest, regret, thank, welcome*.

□ Declarations:

- the speaker alters the external status or condition of an object or situation, solely by making the utterance: *I now pronounce you man and wife, I sentence you to be hanged by the neck until you be dead, I name this ship...* “

- Retrieved from

<http://www.teachit.co.uk/armoore/lang/pragmatics.htm#5>

■ Speech Acts (cont.)

- = conversational tasks
 - = what you want to accomplish as a result of the conversation
- = “illocutionary functions” tables 7.5 & 7.6, p. 182-183
 - (use document camera to share/discuss)
 - Ages 0-2
 - Ages 2-7
- Implications
 - If language function drives language forms
 - Then language intervention efforts should be designed to foster the student’s development of increasingly sophisticated language functions
 - How will you do this?

- Manipulating the context to foster the student's development of “speech acts,” “illocutionary functions,” “conversational tasks”
 - Nonlinguistic context manipulations to foster language development: Table 101., p. 268-269
 - Turn taking & requesting objects
 - Following directions & directing others
 - Requesting information
 - Giving information
 - Reasoning
 - Requesting help
 - Imagining & Projecting
 - Protesting
 - Initiations
 - Would such work in your internship settings?
 - What else/different could you do?

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- Manipulating the linguistic context to foster language development
 - “Eliciting language through constant prodding or interrogation can be unpleasant and actually result in less talking by the child. Such communication is one- sided, with the child assuming the role of receiver or occasional reluctant speaker (McDade & Varnedoe, 1987).” (p. 270)
 - = the more direct the teaching, the less the learning + the more the student may avoid interactions with you
 - Share the contrary experience that I had at the “The Moog Center for Deaf Education” in St. Louis, Missouri

■ Manipulating the linguistic context (cont.)

□ Techniques:

■ 1. Delaying

- = ...waiting for the child to initiate an interaction = MUST expect the child to communicate

■ 2. Novel Events

- = ..create situations that evoke the students to initiate an interaction

■ 3. Oversight/Sabotage

- = ...or forgetting by the teacher...playing dumb...e.g., forgetting items needed for an expected activity

- Have you used any of these techniques already? If so, what impact did they have? If not, how hard do you think it would be to do?

- Techniques: (cont.) [...remember the strategies from Muma?]
 - 4. Modeling
 - = ...teachers recast, w/o correction, what the stu com into a correct form
 - 5. Recast
 - = ...rephrasing what the stu has com, but in a more adult like manner
 - 6. Direct Linguistic
 - = ...direct linguistic cues = "mand model" as in commanding a response from the student = heavy use of questions that target particular linguistic forms, e.g., verbs, nouns, objects, etc.
 - Have you used any of these techniques already? If so, what impact did they have? If not, how hard do you think it would be to do?

■ Techniques: (cont.)

□ 7. Indirect Linguistic

- = ..indirect linguistic cues = serve as linguistic cues, or scaffolding, to model and prompt the stu to produce the targeted com behavior.
- (...remember the types of communication repair strategies, e.g., self-initiated, other repaired?)
- ...use of “wait time”

■ Techniques: (cont.)

□ 8. Contingencies...that do not req. a response from the student: Six Types:

- fulfilling the intention = giving the stu what they requested
- continuant = "backchannel," i.e., indicating that you understand, e.g., nodding your head, saying 'OK'
- imitation = repeats what stu com., no correction provided, verbal emphasis often placed on the targeted language element
- expansion or recast = a more adult like phrasing of the stu com
- breakdowns and buildups = segment the stu com into shorter, correct phrases, then...put the shorter, correct phrases into a single sent.
- recast sentences = keeps stu topic, but changes on element of the stu phase/sentence...change on the targeted lang. element

■ Techniques: (cont.)

□ 9. Contingencies...that do req. a response from the student:

■ **Note:**

- use AFTER the stu has demonstrated their ability to produce the targeted language element, BUT their rate of production is insufficient for the language context = they use "x," but not as frequently as they should
- ...only works;
 - a) on topics/tasks that are of great interest to the student
 - b) w/in conversational exchanges that are MUTUALLY enjoyable
- ...AGAIN, the information in this section is very similar to that presented by Muma (1974)
- ...information is ALSO very much related to the types com breakdowns and repairs that Brinton & Fujiki (1989) outlined

■ Techniques: (cont.)

- 9. Contingencies...that do req. a response from the student: Nine Types
 - 1. correction model
 - = teacher corrects and repeats stu com, then req. stu to imitate the corrected com
 - 2. incomplete correction model
 - = teacher com the correct linguistic element...often in the form of a one word question, stu repeats their com with the correct ling element
 - 3. choice making
 - = used AFTER stu begins to demo some self correcting, entails teacher noting the incorrect ling element, then giving the stu two options...one they are to select...to correct their sentence

- Techniques: (cont.)

- 9. Contingencies...that do req. a response from the student: Nine Types (cont.)

- 4. reduced error repetition/request

- = teacher repeats...in a question manner, i.e., using raising intonation...the incorrect ling element of the stu com...this serves as a cue for the stu to reflect upon and correct their com

- 5. error repetition/request

- = teacher repeats stu entire com, uses intonation to highlight the corrected element, stu is to repeat com using the corrected ling element

- 6. self-correction request

- = teacher indicates that the stu has made an error in their com, does not tell them what it was, stu is to reflect upon their com, identify what was wrong, then incorporated the corrected ling element in a restatement of the com

■ Techniques: (cont.)

□ 9. Contingencies...that do req. a response from the student: Nine Types (cont.)

■ 7. contingent query

- = teacher ask for a specific clarification of the incorrect ling element used by the stu, i.e., a com repair...CAUTION, do not overuse and thus cause too many disruptions in the conversational exchange

■ 8. repetition request

- = similar to contingent query...teacher ask stu to say their com again...emphasis is upon cueing the stu that a com breakdown has occurred and noting their need to repair it...the teacher makes an "expansion request" if the stu simply gives the single corrected element, in the "expansion request" the teacher tells the stu to repeat the entire sentence

■ 9. turnabout

- = teacher uses a question to ask stu for more information...questions are frequently designed to elect from the stu the targeted ling element