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Cambridge University Press
978-0-521-57474-7 - Understanding Children with Language Problems
Shula Chiat
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Some children can hear and can speak, yet have trouble understanding or producing utterances. In this accessible introduction to children's language difficulties, Shula Chiat explores the stumbling blocks which lie behind their struggle. The uniqueness of this book lies in its focus on individual children, the extensive and intriguing examples which illustrate their problems, and the step-by-step search for the source of those problems. Difficulties with words, verb structures, function morphemes and meaning are examined and illustrated by detailed case studies.

This book provides a clear overview of what children with language difficulties say and do, and introduces a logical approach to analysing children's language problems. It will be welcomed by students of linguistics, psycholinguistics and speech and language therapy; researchers in the areas of language development and language disorders; therapists and teachers working with children with language and communication impairments; and lay people with an interest in how children discover their language.

Dr Shula Chiat is Senior Lecturer in Linguistics at the Department of Language and Communication Science, City University, London. She has authored and co-authored papers in *Journal of Child Language*, *Cognition*, *Linguistics*, *British Journal of Disorders of Communication*, *Clinical Linguistics and Phonetics*, *Aphasiology*, *Language and Cognitive Processes*, *Journal of Psycholinguistic Research*, *Journal of Neurolinguistics* and *Brain and Language*.

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Cambridge Approaches to Linguistics
General editor: Jean Aitchison, *Rupert Murdoch Professor of Language and Communication, University of Oxford*

In the past twenty-five years, linguistics – the systematic study of language – has expanded dramatically. Its findings are now of interest to psychologists, sociologists, philosophers, anthropologists, teachers, speech therapists and numerous others who have realized that language is of crucial importance in their life and work. But when newcomers try to discover more about the subject, a major problem faces them – the technical and often narrow nature of much writing about linguistics.

Cambridge Approaches to Linguistics is an attempt to solve this problem by presenting current findings in a lucid and non-technical way. Its object is twofold. First, it hopes to outline the 'state of play' in key areas of the subject, concentrating on what is happening now, rather than on surveying the past. Secondly, it aims to provide links between branches of linguistics that are traditionally separate.

The series will give readers an understanding of the multifaceted nature of language, and its central position in human affairs, as well as equipping those who wish to find out more about linguistics with a basis from which to read some of the more technical literature in textbooks and journals.

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CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

Published in the United States of America by Cambridge University Press, New York

www.cambridge.org
Information on this title: www.cambridge.org/9780521573863

© Shula Chiat 2000

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First published 2000
Third printing 2005

A catalogue record for this publication is available from the British Library

Library of Congress Cataloguing in Publication data

Chiat, Shula.
Understanding children with language problems / Shula Chiat.
p. cm. – (Cambridge approaches to linguistics)
Includes bibliographical references.
ISBN 0 521 57386 6. – ISBN 0 521 57474 9 (pbk.)
1. Language disorders in children Case studies. 2. Speech disorders in children Case studies. 3. Children – Language.
I. Title. II. Series.
RJ496.L35C46 2000
618.92´855 – dc21 99-23267 CIP

ISBN 978-0-521-57386-3 hardback
ISBN 978-0-521-57474-7 paperback

Transferred to digital printing 2007

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Acknowledgements

I would like to thank: the children and young adults who contributed to this book, as well as parents and teachers, for letting me into their world so willingly; Sarah Connolly and Anthony Robertson, for their readiness to talk about their experience; Elizabeth Auger, Linda Brett, Dorothea Cave, Rebecca Lacey, Gwen Lancaster, Mary Solomons, Pauline St Leger, Jane Speake, for introducing me to children in their language units and clinics, and for making me welcome as an observer and a researcher; Norma Corkish, Chief Executive of AFASIC, for involving me in AFASIC activities which gave me the opportunity to meet and talk with many children and young adults with language disabilities; John Richards, AFASIC Activity Week Co-ordinator, for putting up with me on AFASIC trips and for the privilege of learning from his experience and understanding; Isabelle Barrière, Dorothy Bishop, Joyce Brown, Alison Constable, Rosemary Emanuel, Peter Hobson, Susanna Martin and Penny Roy, for their helpful comments on sections of this book; Bob and Maggie Fawcus, for opening the doors which led me to children with language disabilities; Sally Byng, Head of the Department of Clinical Communication Studies, and colleagues, for their support, particularly for enabling me to take a sabbatical in order to complete the book. I am indebted to Jean Aitchison for creating opportunities, and for her active editorial support, careful reading of drafts and perceptive feedback. I am also indebted to Maria Black and Jane Marshall for extensive and insightful comments on the text. To both, and to Eirian Jones, I owe special thanks for sharing in the irresistible pursuit of questions about language processing and therapy.

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Illustrations by Jon Hunt.

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July 1998

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Glossary of text conventions and symbols

input	Forms in bold highlight technical terms which are accompanied by a definition or clarified by examples.
cap	Forms in italics are used to cite word *forms* as opposed to word meanings.
'cap'	Forms between inverted commas are used to cite word *meanings* as opposed to word forms.
/kæp/	Items between slashes identify forms phonologically, i.e. in terms of the sound categories of English.
[kæp]	Items between square brackets identify forms phonetically, i.e. in terms of their auditory or articulatory characteristics.

Italics are also used to mark emphasis in the text.

An asterisk * before a word or sentence is a convention used by linguists to indicate that the word or sentence is not well-formed.

Sound symbols

The sounds corresponding to symbols are illustrated by words as pronounced in *Southern British middle-class English*. Some examples would not be appropriate illustrations in other accents of English.

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Consonant symbols	*Example*	*Vowel symbols*	*Example*
p	*p*ie	i	s*ea*t
t	*t*oe	ɑ	t*ar*t
k	*c*ar	ɔ	p*aw*
b	*b*ee	u	m*oo*n
d	*d*ay	ɜ	b*ir*d
g	*g*uy	ɪ	b*i*n
f	*f*ur	ɛ	b*e*d
θ	*th*in	æ	b*a*t
s	*s*ea	ʌ	c*u*t
ʃ	*sh*oe	ɒ	h*o*t
v	*v*iew	ʊ	p*u*t
ð	*th*ough, mo*th*er	ə	*a*bout
z	*z*oo	aɪ	p*ie*
ʒ	bei*g*e, mea*s*ure	eɪ	h*ay*
tʃ	*ch*ip	ɔɪ	b*oy*
dʒ	*j*am	ɛə	h*air*
m	*m*ug	ɪə	*ear*
n	*kn*ee	ʊə	p*oor*
ŋ	si*ng*	ɑʊ	c*ow*
w	*w*ay	əʊ	r*o*se
l	*l*ight		
r	*r*ock		
j	*y*es		

' as in *to*'*mato* or *to my* 'house — indicates that the following syllable or word is stressed

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