

Book Review

Bridging Linguistics and Clinical Practice. Book Review: Gurevich, N., & Grindrod, C. (Eds.). (2022). *Clinical Applications of Linguistics to Speech-Language Pathology: A Guide for Clinicians* (1st ed., 254p). Routledge. ISBN 9781003045519

Ziming Wu

Faculty of Humanities and Social Sciences, City University of Macau, Avenida Padre Tomás Pereira, Taipa, Macau SAR, China; H23092110127@cityu.edu.mo

Received: 31 May 2025; Revised: 31 July 2025; Accepted: 2 December 2025; Published: 25 March 2026

How To Cite: Wu, Z. (2026). Bridging Linguistics and Clinical Practice. Book Review: Gurevich, N., & Grindrod, C. (Eds.). (2022). *Clinical Applications of Linguistics to Speech-Language Pathology: A Guide for Clinicians* (1st ed., 254p). Routledge. ISBN 9781003045519. *Studies of Applied Linguistics in Asia*, 1(1), 123–125. <https://doi.org/10.53941/sala.2026.100010>

Speech and language disorders are conditions that involve persistent difficulties in producing, understanding, or using language appropriately (American Psychiatric Association, 2013). These disorders can affect different forms of communication, including spoken, written, and sign language. They may also impact an individual's ability to express thoughts clearly, follow conversations, or understand what others say. The difficulties may stem from developmental, neurological, or acquired causes and often interfere with academic, social, or occupational functioning. Around 5% of the population experience language disorders (Zhang et al., 2022), and without proper support, these difficulties may result in long-term social challenges. Speech-language pathologists assess and support individuals with such disorders (Farquharson et al., 2022). While their work has traditionally been shaped by psychology, education, and medicine, recent decades have seen growing influence from linguistics, sociology, and anthropology (Damico et al., 2021).

The book *Clinical Applications of Linguistics to Speech-Language Pathology: A Guide for Clinicians* (Gurevich & Grindrod, 2022) explores how linguistic knowledge can inform clinical work. It introduces key areas of linguistics and explains their relevance to language assessment and treatment. The book is practical, accessible, and well-organised. It suits practising speech-language pathologists and instructors with limited linguistic training, as well as students in Linguistics, Communication Sciences and Disorders, and related fields seeking clinically relevant knowledge.

The book is edited by Naomi Gurevich and Christopher M. Grindrod, both assistant professors at Purdue

University Fort Wayne, USA. Gurevich specialises in phonology and acquired language disorders, while Grindrod focuses on aphasia and cognitive-communication disorders. The chapter contributors include experienced researchers and clinicians from linguistics, speech-language pathology, and related areas. Their expertise spans child and adult language disorders, sociolinguistics, signed languages, and motor speech disorders. Together, they offer a broad, interdisciplinary perspective on applying linguistics to clinical contexts.

The book has two main parts and includes eleven chapters. Each chapter begins with a short section that explains why the topic matters in clinical work. Many chapters also provide practical tools and strategies that clinicians can apply directly in assessment or intervention.

Part One focuses on children. The first chapter explores syllable structure and prosody, with clinical insights for childhood apraxia of speech and autism. The second chapter discusses morphology and syntax, especially tense, agreement, and finiteness in children with Developmental Language Disorders. The third chapter addresses prosody development and impairment. The fourth one examines variation in finiteness markers across dialects, with emphasis on African American English, and outlines ways to apply interventions accordingly. The fifth chapter outlines the structure and development of sign language. It is particularly relevant for clinicians who work with children with Developmental Signed Language Disorders.

Part Two turns to adult populations. Chapter six proposes a framework based on phonological features to analyse intelligibility in dysarthria. The seventh chapter



discusses verb argument structure and sentence production in aphasia. The eighth chapter examines how context affects lexical meaning and its role in interpreting language in aphasia or right hemisphere damage. The ninth chapter focuses on discourse analysis. It introduces practical tools for assessing and treating discourse level difficulties following traumatic brain injury. Chapter ten returns to prosody in adults and explains how it relates to pragmatic functions. It also outlines intervention approaches for conditions such as dysarthria and right hemisphere damage. The final chapter examines accented speech from both linguistic and sociolinguistic perspectives. It also encourages more inclusive approaches to accent modification.

Overall, the book covers a wide range of linguistic domains, including phonology, morphology, syntax, semantics, prosody, discourse, and sociolinguistics. It connects these areas clearly to everyday clinical practice in speech and language therapy. While the book's main aim is to enhance linguistic awareness in clinical work, its consistent emphasis on practical application ensures accessibility for both students and professionals. Each chapter makes a clear link between theory and practice. It helps readers understand key linguistic concepts and provides practical tools for assessment, screening, and intervention. Accompanied by figures, charts, and illustrations, the book also provides helpful visual representations to support comprehension of linguistic content as well as the clinical processes involved in the evaluation and treatment of language disorders.

The growing recognition of speech-language pathology is not limited to Western countries such as the United States (Farquharson et al., 2022), the United Kingdom (Birch et al., 2023), and Australia (McLeod et al., 2023). Countries across Asia, including China (Jin & Zhu, 2023), India, and Japan (Lee et al., 2024), have also emphasised the critical role of speech-language pathologists, while simultaneously reporting workforce shortages in the field. This book serves as a valuable starting point for individuals considering a career in speech-language pathology or related fields. It may also benefit practising clinicians who wish to strengthen their understanding of linguistics. With its manageable length and accessible writing style, the book offers a clear and engaging introduction to how linguistic theory can inform clinical work. Its applied focus and interdisciplinary approach make it a versatile resource for connecting theoretical knowledge with real-world challenges in speech-language pathology.

Nevertheless, there are some limitations that should be acknowledged. Firstly, all the contributors to the book come from the United States, and the content is framed entirely within the context of American English. Although this may narrow its cultural and linguistic scope, many of the book's core clinical principles and linguistic frameworks are still likely to be useful across different English varieties and cultural settings, even if some adaptation is needed.

Secondly, while the book offers an accessible introduction to both linguistics and speech-language pathology across child and adult populations, those wishing to explore the topics in greater depth will require more detailed and specialised publications. The book is organised around key linguistic features of language impairments. Each chapter shows how specific domains, such as prosody or morphology, are linked to different clinical conditions. In a complementary way, *The Handbook of Clinical Linguistics* (Ball et al., 2024) adopts a more traditional academic structure. It covers a broader range of disorders and linguistic levels through a more theory driven and research-intensive lens. The current book is mainly practice oriented and written for clinicians. In contrast, Ball et al.'s work is more conceptually detailed and closely connected to research contexts. It may therefore be especially useful for scholars and postgraduate researchers. For a deeper understanding of child language disorders specifically, *Language Disorders from Infancy Through Adolescence: Listening, Speaking, Reading, Writing, and Communicating* (sixth edition) by Paul et al. (2024) provides a developmentally structured and clinically focused guide, centred on diagnosis and intervention for children. Compared to the current book, which balances attention to both child and adult populations, Paul et al.'s volume offers greater depth within a narrower developmental scope, consistent with the greater research attention that has been given to children with language disorders (Leonard, 2020).

In summary, *Clinical Applications of Linguistics to Speech-Language Pathology: A Guide for Clinicians* (Gurevich & Grindrod, 2022) is a timely and accessible contribution that bridges linguistic theory and clinical application. It lays a strong foundation for newcomers and offers meaningful support for professionals aiming to enhance their understanding of linguistics in speech-language pathology. Although it has some limitations, the book remains a valuable and practical resource for a wide audience.

Funding

This research received no external funding.

Conflicts of Interest

The authors declare no conflict of interest.

Use of AI and AI-Assisted Technologies

No AI tools were utilized for this paper.

References

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing.
- Ball, M. J., Müller, N., & Spencer, E. L. (Eds.). (2024). *The handbook of clinical linguistics*. Wiley-Blackwell.

- Birch, S., Bow, S., Lang, J., & Dunsmuir, S. (2023). Interprofessional collaboration between educational psychologists and speech and language therapists in the UK: Facilitators and barriers. *European Journal of Special Needs Education, 38*(6), 735–750. <https://doi.org/10.1080/08856257.2023.2172890>.
- Damico, J. S., Müller, N., & Ball, M. J. (2021). Labeling as a sociocultural process in communicative disorders. In N. Müller & M. J. Ball (Eds.), *The handbook of language and speech disorders* (pp. 5–32). Wiley. <https://doi.org/10.1002/9781119606987.ch1>.
- Farquharson, K., Therrien, M., Barton-Hulsey, A., & Brandt, A. F. (2022). How to recruit, support, and retain speech-language pathologists in public schools. *Journal of School Leadership, 32*(3), 225–245. <https://doi.org/10.1177/1052684620966062>.
- Gurevich, N., & Grindrod, C. (Eds.). (2022). *Clinical Applications of Linguistics to Speech-Language Pathology: A Guide for Clinicians* (1st ed.). Routledge. <https://doi.org/10.4324/9781003045519>.
- Jin, L., & Zhu, H. (2023). Developing standardized speech and language assessment tools in Mandarin Chinese: A context for improving reading and writing. *Journal of Chinese Writing Systems, 7*(3), 150–160. <https://doi.org/10.1177/25138502231195119>.
- Lee, S. A. S., Ang, C. H. M., Chafcouloff, E., Choi, S. H., Chua, K. W. D., Cuadro, C. K., Hassan, F. H., Kariyasu, M., Lertsukprasert, K., Sasheendran, S., Supiaty, U., Tsai, M.-J., Tseng, S.-C., Wang, R., Wong, M. N., & Sun, Y. (2024). Speech-language pathology and audiology professions in Asia: Past history and current status. *Perspectives of the ASHA Special Interest Groups, 9*(4), 1197–1216. https://doi.org/10.1044/2024_PERSP-24-00039.
- Leonard, L. B. (2020). A 200-year history of the study of childhood language disorders of unknown origin: Changes in terminology. *Perspectives of the ASHA Special Interest Groups, 5*(1), 6–11. https://doi.org/10.1044/2019_perssig1-2019-0007.
- McLeod, S., McGill, N., Baldac, S., & Mulcair, G. (2023). Australia's speech-language pathology profession and its global impact. *Perspectives of the ASHA Special Interest Groups, 8*(4), 793–798. https://doi.org/10.1044/2023_PERSP-22-00239.
- Paul, R., Norbury, C., & Gosse, C. (2024). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing, and communicating* (6th ed.). Mosby.
- Zhang, H., Zhang, Y., & Zhang, H. (2022). The handbook of language and speech disorders. *The Journal of the Acoustical Society of America, 151*(4), 2647–2648. <https://doi.org/10.1121/10.0010238>.