

LANGUAGE INSTRUCTION

for Students With Disabilities

Fifth Edition



Edward A. Polloway • Lynda Miller • Tom E. C. Smith

Language Instruction For Students With Disabilities

Madeline E. Ehrman



Language Instruction For Students With Disabilities:

Language Instruction for Students with Disabilities Edward A. Polloway, Lynda Miller, Tom E. C. Smith, 2004 With coverage of language development and linguistic diversity this work details the nature of reading and its assessment handwriting spelling compositional skills and instructional considerations for students with disabilities It helps students with disabilities learn to communicate effectively

Language Instruction for Students with Disabilities Edward A. Polloway, Lynda Miller, Tom E. C. Smith, 2018

Written Language Instruction for Students with Disabilities Tom E. C. Smith, 1995 Summary This text provides the educator with empirically validated and field confirmed strategies for enhancing the written language competence of students with disabilities and presents the three interrelated areas of handwriting spelling and written expression

Disability and World Language Learning Sally Scott, Wade Edwards, 2018-12-15 The release of a report by the Modern Language Association Foreign Languages and Higher Education New Structures for a Changed World focused renewed attention on college foreign language instruction at the introductory level Frequently the report finds these beginning courses are taught by part time and untenured instructors many of whom remain on the fringes of the department with little access to ongoing support pedagogical training or faculty development When students with sensory cognitive or physical disabilities are introduced to this environment the results can be frustrating for both the student who may benefit from specific instructional strategies or accommodations and the instructor who may be ill equipped to provide inclusive instruction Soon after the MLA report was published the American Council on the Teaching of Foreign Languages issued Diversity and Inclusion in Language Programs a position statement highlighting the value of inclusive classrooms that support diverse perspectives and learning needs That statement specifies that all students regardless of background should have ample access to language instruction Meanwhile in the wake of these two publications the number of college students with disabilities continues to increase as has the number of world language courses taught by graduate teaching assistants and contingent faculty Disability and World Language Learning begins at the intersection of these two growing concerns for the diverse learner and for the world language instructor Devoted to practical classroom strategies based on Universal Design for Instruction it serves as a timely and valuable resource for all college instructors adjunct faculty long time instructors and graduate assistants alike confronting a changing and diversifying world language classroom

Worlds Apart? Tammy Berberi, Elizabeth C. Hamilton, Ian M. Sutherland, 2008-10-01 *Worlds Apart* brings together scholars and teachers from around the world who examine foreign language education from general requirements through advanced literature and film courses to study abroad showing how to enable the success of students with disabilities every step of the way

Speaking, Reading, and Writing in Children With Language Learning Disabilities Katharine G. Butler, Elaine R. Silliman, 2001-12 This work shows that being literate requires more than functional literacy the recognition of printed words as meaningful It requires the knowledge of how to use language as a tool for analysing synthesizing and

integrating what is heard or read in order to arrive at new interpretations

Teaching Students with Language and Communication Disabilities S. Jay Kuder, 1997 This book has been written with special education teachers in mind There is a strong research base yet the material is very accessible There are numerous case studies that illustrate the impact of language disorders on students and on classrooms Activities at the end of chapters provide suggestions for group or individual projects This book takes a categorical approach including descriptions of language disabilities by category of disability For professionals working in the field of special education

Language Learning Disabilities in School-age Children Geraldine P. Wallach, Katharine G. Butler, 1984

Language Learning Disabilities in School-age Children and Adolescents Geraldine P. Wallach, Katharine G. Butler, 1994 Provides readers with strategies for facilitating language learning and literacy learning Several themes are included the meaning of academic learning and learning potential the effect of oral and written language proficiency on successful learning and the whys and hows of delivering services to language and learning disabled students

Whole Language Instruction for Students with Learning Disabilities Susan A. Nolen, 1997

Language, Learning, and Disability in the Education of Young Bilingual Children Dina C. Castro, Alfredo J. Artiles, 2021-04-27 Using an interdisciplinary perspective to discuss the intersection of language development and learning processes this book summarizes current knowledge and represents the most critical issues regarding early childhood research policy and practice related to young bilingual children with disabilities The book begins with a conceptual framework focusing on the intersection between the fields of early childhood education bilingual education and special education It goes on to review and discuss the role of bilingualism in young children s development and the experiences of young bilingual children with disabilities in early care and education settings including issues of eligibility and access to care instruction and assessment The book explores family experiences teacher preparation accountability and policy ending with recommendations for future research which will inform both policies and practices for the education of young bilingual children with disabilities This timely volume provides valuable guidance for teachers administrators policymakers and researchers

Inclusive Instruction Sean J. Smith, Jean B. Crockett, Cynthia C. Griffin, 2012-04-03 This accessible book presents research based strategies for supporting K 8 students with high incidence disabilities in becoming accomplished learners The authors clearly describe the core components of effective inclusive instruction showing how to recognize and respond to individual students needs quickly and appropriately Teachers are provided with essential tools for managing inclusive classrooms planning a curriculum that fosters concept development across content areas promotes strategic learning and builds fluent skill use and integrating technology into instruction Case examples illustrate ways that special and general education teachers can work together successfully to solve complex learning problems and improve outcomes for students who are struggling Provided by publisher

Language Intervention for School-Age Students Geraldine P. Wallach, 2007-09-25 Language Intervention for School Age Students is your working manual for helping children

with language learning disabilities LLD gain the tools they need to succeed in school Going beyond the common approach to language disorders in school age populations this innovative resource supplements a theoretical understanding of language intervention with a wealth of practical application strategies you can use to improve learning outcomes for children and adolescents with LLD Well referenced discussions with real life examples promote evidence based practice Case histories and treatment strategies help you better understand student challenges and develop reliable methods to help them achieve their learning goals Unique application based focus combines the conceptual and practical frameworks to better help students achieve academic success Questions in each chapter encourage critical analysis of intervention methods for a deeper understanding of the beliefs behind them In depth coverage of controversial topics challenges your understanding and debunks common myths Realistic examples and case studies help you bridge theory to practice and apply intervention principles Margin notes highlight important facts questions and vocabulary for quick reference Key Questions in each chapter put concepts into an appropriate context and help you focus on essential content Summary Statement and Introductory Thoughts sections provide succinct overviews of chapter content for quick familiarization with complex topics

The Second Language Learning Processes of Students with Specific Learning Difficulties Judit Kormos, 2016-12-08 The Second Language Learning Processes of Students with Specific Learning Difficulties is the only recent book available to offer a detailed and in depth discussion of the second language learning processes of students with specific learning difficulties SpLDs It summarizes research advances in the fields of cognitive and educational psychology and integrates them with recent studies in the area of second language acquisition SLA Thus the book is relevant not only to readers who are particularly interested in the role of specific learning difficulties in learning additional languages but also to those who would like to understand how individual differences in cognitive functioning influence SLA The book focuses on four important areas that are particularly relevant for language learners with SpLDs the processes of SLA in general and the development of reading skills in particular the effectiveness of pedagogical programs the assessment of the language competence of students with SpLDs and identifying SpLDs in another language The book also views learners with SpLDs in their social and educational contexts and elaborates how the barriers in these contexts can affect their language learning processes This is an excellent resource for language teachers students and researchers in the areas of second language acquisition and applied linguistics

Proceedings of the Task Force on Language Learning Disabilities Florida. Task Force on Language Learning Disabilities, Florida. Bureau of Education for Exceptional Students, 1983* Teaching Students With Special Needs in Inclusive Classrooms Diane P. Bryant, Brian R. Bryant, Deborah D. Smith, 2019-03-05 Inspire and equip current and future classroom teachers to ADAPT to the needs of all students Teaching Students with Special Needs in Inclusive Classrooms uses the research validated ADAPT framework Ask Determine Analyze Propose Test to help teachers determine how when and with whom to use proven academic and behavioral interventions to obtain the best outcomes for

students with disabilities Through clear language and practical examples authors Diane P Bryant Brian R Bryant and Deborah D Smith show how to create truly inclusive classrooms through evidence based practices and hands on strategies The Second Edition includes strategically reorganized chapters a new chapter devoted to differentiated instruction and new classroom footage and teacher interviews illustrating how readers can implement the strategies discussed in their own classrooms With the help of this supportive guide educators will be inspired to teach students with disabilities in inclusive settings and be properly equipped to do so effectively A Complete Teaching Learning Package SAGE Premium Video Included in the interactive eBook SAGE Premium Video tools and resources boost comprehension and bolster analysis Interactive eBook Your students save when you bundle the print version with the Interactive eBook Bundle ISBN 978 1 5443 7037 8 which includes access to SAGE Premium Video and other multimedia tools SAGE coursepacks SAGE coursepacks makes it easy to import our quality instructor and student resource content into your school's learning management system LMS Intuitive and simple to use SAGE coursepacks allows you to customize course content to meet your students needs SAGE edge This companion website offers both instructors and students a robust online environment with an impressive array of teaching and learning resources

Second Language Education G. Richard Tucker, David Corson, 1997 The contributions to the volume examine in detail diverse aspects of second language education ranging from a focus on the basic contributions of linguistic theory and research to our understanding of second language learning and teaching on the one hand to a series of reviews of innovative language education practices in selected regions of the world on the other

The Impact of Multisensory Foreign Language Instruction on Self-efficacy in Students with Developmental Dyslexia Bogusława Gosiewska-Turek, 2025-07-02 This book investigates the effect of multisensory instruction on self efficacy among students with developmental dyslexia learning English as a foreign language The first three chapters of the book delve into theoretical aspects of developmental dyslexia multisensory instruction and self efficacy providing an overview of existing research in this domain The second part of the book reports empirical findings obtained from a case study supplemented by quantitative analysis These findings highlight the advantages of employing multisensory instructional techniques for teaching foreign languages to students with dyslexia Notably the application of multisensory instruction not only enhances dyslexic students foreign language competencies but also positively impacts their self efficacy The study underscores the importance of language instruction tailored to the special educational needs of students with dyslexia as well as its potential to foster self efficacy an essential factor for success in foreign language learning

Language Minority Students with Disabilities Leonard Baca, Estella Almanza, 1991 Discusses the preparation needed by schools and school personnel to meet the needs of limited English proficient students with disabilities

Understanding Second Language Learning Difficulties Madeline E. Ehrman, 1996-09-26 This volume has some really nice features such as the discussion of audio lingual theory as deriving from behaviorism the terrific discussion of intrinsic and extrinsic motivation that is discussed here in a manner superior to any I've

seen the discussion of over motivated students the relation between self esteem and self efficacy disabilities and language learning and the provision of specific tips for learning vocabulary grammar etc The case studies are also wonderful Robert Sternberg Department of Psychology Yale University The case studies are among the most appealing characteristics of the book They present readily identifiable relatively easy to understand types of learners and they include a vast range of possible types The questions and prods related to the case studies are very valuable The tables are very handy I love the table on defense mechanisms and the chart about the intriguing metaphors for language learning Rebecca L Oxford Ph D Area Head Teacher Education University of Alabama Why is it so difficult for adults to learn a second language How can we get to the source of these difficulties diagnose the learner and help them achieve their goals Understanding Second Language Learning Difficulties addresses these questions demonstrating some of the insights techniques and skills needed to understand adult students who are having problems learning a second language Author Madeline E Ehrman provides a deep examination of the source of difficulty taking into consideration such issues as learning styles personality dispositions motivation learning strategies self efficacy and anxiety Helpful summaries case studies and exercises are included giving the reader a firm grasp of the complex issues involved This new volume presents multiple theories and models for each of the cases discussed showing the reader how to evaluate observations in terms of individual difference dimensions Scholars researchers and professionals in linguistics communication English as a second language as well as teachers and trainers will value the thorough examination and unique viewpoints this book offers

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