

Some Potential Difficulties Related to Language Learning or to Special Education Needs

Observable Behaviour	Possible Explanation in a Language Learning Context	Possible Explanation in a Special Education Context
Adds or deletes words	May not yet know the word; may not have internalized the words or requires more rehearsal	Has memory/oral language processing difficulties
Is easily distracted	Doesn't understand; is overloaded with new information; requires more visual/concrete support	Has an auditory processing difficulty or ADHD
Has trouble following directions	Doesn't know the vocabulary in the instructions	Has sequencing or memory difficulties
Can complete math calculations but cannot solve word problems	Doesn't know the vocabulary of the math problem; isn't familiar with the currency; has no prior experience with the content	Has processing or abstract reasoning problems; a memory problem; sequencing issue; may not be able to generalize from previous examples
Avoids writing	Lacks confidence or is not comfortable with having multiple drafts of work before the final version	Has fine motor difficulties and limited expressive language
Can't retell a story in sequence or summarize a plot	Is unfamiliar with too much of the vocabulary of the story	Has organization or processing problems

Language Learning Disabilities

Judit Kormos



Language Learning Disabilities:

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

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

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

Speaking, Reading, and Writing in Children With Language Learning Disabilities Katharine G. Butler, Elaine R. Silliman, 2001-12-01 The ability to use language in more literate ways has always been a central outcome of education Today however 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 analyzing synthesizing and integrating what is heard or read in order to arrive at new interpretations Specialists in education cognitive psychology learning disabilities communication sciences and disorders and other fields have studied the language learning problems of school age children from their own perspectives All have tended to emphasize either the oral language component or phonemic awareness The major influence of phonemic awareness on learning to read and spell is well researched but it is not the only relevant focus for efforts in intervention and instruction An issue is that applications are usually the products of a single discipline or profession and few integrate an understanding of phonemic awareness with an understanding of the ways in which oral language comprehension and expression support reading writing and spelling Thus what we have learned about language remains disconnected from what we have learned about literacy interrelationships between language and literacy are not appreciated and educational services for students with language and learning disabilities are fragmented as a result This unique book a multidisciplinary collaboration bridges research practice and the development of new technologies It offers the first comprehensive and integrated overview of the multiple factors involved in language learning from late preschool through post high school that must be considered if problems are to be effectively addressed Practitioners researchers and students professionally concerned with these problems will find the book an invaluable resource

Language and Learning Disabilities Adele Gerber, Diane Nelson Bryen, 1981

Dyslexia and Foreign Language Learning Elke Schneider, Margaret Crombie, 2003 Offering strategies and techniques for teaching modern foreign languages an often severely challenging subject for pupils with dyslexia this book is specifically designed to meet the needs of the busy subject specialist teacher looking for guidance on supporting pupils The book examines alternative approaches to teaching modern languages and introduces useful teaching materials and software

A list of references to resources and organizations offer the reader further assistance While the book focuses on foreign language learning and teaching at the secondary level ideas are provided on how to adapt the strategies for both younger and older foreign language learners with dyslexia The book can be used effectively as a professional text for in service and pre service foreign language teachers as well as support staff *Language-Based Learning Disabilities* Patricia W. Newhall, Landmark School (Prides Crossing, Mass.), 2012 **Language Differences Or Learning Disabilities?** Sandra H. Fradd, 1996 **English Language Learners:** Janette Klingner, Amy Eppollito, 2014-01-01 This unique guide for special education teachers teachers of English language learners and other practitioners provides the foundational information needed to determine whether the language difficulties experienced by English language learners ELLs result from the processes and stages of learning a second language or from a learning disability LD The book addresses the following critical factors in detail determining whether an ELL s struggles with reading in English are due to LD or language acquisition characteristics of language acquisition that can mirror LD different types of ELLs and why these differences are important considering a student s opportunity to learn when determining whether he or she may have LD common misconceptions and realities about ELLs and the second language acquisition process ways that learning to read in English as a second or additional language differ from learning to read English as a first language and how the differences can be confusing for ELLs how schools can establish structure to facilitate the process of distinguishing between language acquisition and LD how families are involved in the process guidelines for determining which ELLs should be referred for evaluation and what it means to use an ecological framework to determine whether ELLs have LD **Persistence & Purpose** Dominic Dimattina, 2013 Persistence Purpose My Life with a Language Learning Disability I have written this story of my life with a Language Learning Disability to share with parents children teachers I hope it will be educational and through the real life stories show how I coped emotionally physically and personally to get to the successful life I have today as an adult Seventeen years ago my speech pathologist interviewed my mother about my life at school and my transition into the work force These interviews gave new insights and ideas to help others and the speech pathologists used them to create more resources for parents and teachers working and living with people with a language learning disability This book also gives you a perspective from both my experience and the experience of my parents The ups and downs the important people and the time it has taken me to learn the skills I needed My story has been the inspiration for the development of educational programs and resources for students with language learning difficulties These resources are collated in One in 11 Practical Strategies for teaching Adolescents with a Language Learning Disability and in Working Together Linking Skills and Curriculum for Adolescents with a Language Learning Disability both published by ACER press Australia **Supporting English Learners in the Classroom** Eric M. Haas, Julie Esparza Brown, 2019-05-03 This resource offers educators evidence based best practices to help them address the individual needs of English learners with academic challenges and those who

have been referred for special education services The authors include guidance and specific tools to help districts schools and classrooms use multi tiered systems of support MTSS and other interventions **Language Disorders and Learning Disabilities** Katharine G. Butler,Geraldine P. Wallach,1982 *Proceedings of the Task Force on Language Learning Disabilities* Florida. Task Force on Language Learning Disabilities,Florida. Bureau of Education for Exceptional Students,1983* **Understanding Second Language Learning Difficulties** Madeline E. Ehrman,1996-09-26 The insights techniques and skills needed to understand why some adult students have difficulties with learning a second language are presented in this book The author s premise is that what appears on the surface is often not the real source of the learner s difficulty A correct diagnosis of the cause of the problem is important if intervention is to prove effective The book presents a large number of theories and models of learning and covers areas including learning styles and personality dispositions student motivation self efficacy and anxiety and how to interview students *One in Eleven* Florence Gough,Mandy Brent,Sancia Robinson,2001-11-01 One in eleven students has a language learning disability From the beginning children use language to communicate to question to pass on information and to tell stories Teachers use language to chat explain instruct direct discipline and reason If apparently alert capable students have difficulty with understanding or using spoken language and thus have difficulty with reading writing and understanding written language it is essential to consider they may have a language learning disability LLD One in Eleven Teaching Adolescents with a Language Learning Disability is a whole school approach that identifies LLD students and offers suggestions for teaching and learning strategies to address this difficulty in various school contexts especially in subject areas **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 **Language-related Learning Disabilities** Adele Gerber,1993 A practical text reference on the relationship between learning disabilities and the linguistic

and cognitive factors that contribute to academic failure Among the topics explored are the theoretical foundations of learning disabilities the nature of language related learning disabilities and beneficial intervention methods The volume also reviews current trends in service delivery such as team teaching classroom based intervention consultation collaboration and staff curriculum and program development For professionals educators and graduate students in speech language pathology and special education Annotation copyright by Book News Inc Portland OR

Language, Learning, and Disability in the Education of Young Bilingual Children Dina C. Castro, Alfredo J. Artilles, 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

Language Learners with Special Needs Judit Kormos, Edit H. Kontra, 2008 This book provides an overview of topics related to the language learning processes of learners with special needs including students with learning disabilities as well as Deaf language learners and methods of teaching foreign languages to them The chapters written by authors in a wide variety of educational settings discuss individual learner characteristics and profiles diagnosis and assessment issues and instructional programs

Reading Disabilities Alan G. Kamhi, Hugh William Catts, 1991

Language Learning Disabilities Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the ability of words has become more evident than ever. They have the ability to inspire, provoke, and ignite change. Such could be the essence of the book **Language Learning Disabilities**, a literary masterpiece that delves deep into the significance of words and their impact on our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book's key themes, examine its writing style, and analyze its overall effect on readers.

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