

TEACHING  
LINGUISTICALLY  
HANDICAPPED  
CHILDREN



Mildred Endang Berry

# Teaching Linguistically Handicapped Children

**Norman J. Lass**



## **Teaching Linguistically Handicapped Children:**

*Teaching Linguistically Handicapped Children* Mildred Freburg Berry, 1980      Bilingualism and Language Disability Niklas Miller, 2013-12-11      **Bilingualism and Language Disability (PLE: Psycholinguistics)** Nick Miller, 2013-11-12

Society is becoming increasingly multi lingual and this presents monolingual professionals particularly those in special education and speech pathology with severe problems Is the language delay in a child from a bilingual environment a result of this background or is there a specific speech problem Is a child s poor performance in school due to his problems of coping with two languages or does he need remedial teaching Originally published in 1984 this book is not concerned with second language learning but with speech and learning difficulties in bilingual children as they are presented to remedial teachers psychologists and speech therapists To this end the first group of specially written articles deals with the patterns of language usage in bilingual communities and the social and psychological factors which shape these patterns with processes in normal bilingual language acquisition and with the relationship between cognitive development and growing up with two languages Management issues and methods involved in helping children with language problems are also tackled they include taking case histories family liaison counselling bilingual programmes mother tongue teaching curriculum development and the training of personnel to work in the bilingual bicultural field This book provided a great deal of practical help in a field that was relatively new at the time of writing and helped to enlighten readers on the issues involved and assist in crystalising thought and directing future research      *Language Disorders And Intervention Strategies: A Practical Guide To The Teachers* G.Lokanadha Reddy, 2004 Contents Nature of Language and its Development Language Development Perspectives Theories and Models Assessment of Language Disorders Planning Language Intervention for Pre school and Schoolaged Children Language Intervention Approaches A Critical Evaluation Language Disorders and Special Population      *Language, Cognition, and Deafness* Michael Rodda, Carl Grove, 2013-08-21 First published in 1987 This book is intended as an introduction to the field of communication and deafness with particular reference to cognition and the various forms of language used by hearing impaired people It is aimed at an audience comprising teachers and student teachers of the deaf speech pathologists and students of speech pathology social workers and students of social work psychologists and students of psychology and to some extent the parents of deaf children and deaf people themselves It attempts to provide a concise summary of the topic and indeed as well as being for the audience just described it will be useful to anyone with an interest in the psychological sociological and linguistic ramifications of hearing loss      Elementary School Teacher and Course of Study , 1906      **Teaching English Learners in Inclusive Classrooms** Elva Duran, 2020-08-11 This newly revised text *Teaching English Learners in Inclusive Classrooms* updates and expands upon issues of great concern to those working with students who are English learners as well as having special learning challenges Given the unacceptable school drop out rates of these students this book provides practical tools and strategies for educators

to approach the unique learning needs of these students It draws upon the most current laws and research in the interconnected fields of bilingual and multicultural education language and literacy and special needs Additionally Dr Dur n draws upon her extensive experiences via classroom teaching university level instruction and textbook writing in these fields to present a highly useful compendium of ideas The range of chapters exemplifies the width and breadth of this material A sampling of these chapters include topics such as functional language teaching students with more extensive needs working with cross cultural and linguistic diverse students in the U S and Central America helping students with autism and includes information in the area of transition for mild moderate and students with more extensive needs There is also information as before on literacy and a chapter in the content subjects as it relates to social studies as well as a chapter on families of cross cultural students Many of the chapters look to use of direct instruction approaches that have proven to be successful strategies in addressing these educational areas Teachers and teacher trainers will find this clear well written text to be an invaluable resource in addressing the needs of myriad and unique students

**Learning to Teach Foreign Languages in the Secondary School** Norbert Pachler, Michael Evans, Ana Redondo, Linda Fisher, 2013-12-17 Praise for previous editions A wealth of theory research practical advice case studies and tasks in one volume Indispensable for both HEI tutors and mentors and an important book to recommend to all MFL students Language Learning Journal Presenting clear straightforward factual information on all current issues facing MFL student teachers An excellent reference guide during the first years of teaching Mentoring and Tutoring Learning to Teach Foreign Languages in the Secondary School has established itself as the leading textbook for student teachers of foreign languages in the UK and internationally The practical focus is underpinned by a theoretical perspective and backed up by the latest research encouraging you to develop a personal approach to foreign language teaching This new fourth edition has been comprehensively updated to take account of recent policy and curriculum changes and now covers a range of relevant statutory frameworks Fully revised chapters cover the key knowledge and skills essential for becoming a foreign language teacher What can we learn from research into language teaching and learning Teaching methods and learning strategies Creating a meaningful learning environment Transition from Primary to Secondary The role of digital technologies Teaching in the target language Receptive skills and productive skills Teaching and learning grammar Planning and reflecting on classroom practice Pupil differences and differentiation Assessment for and of learning It includes many examples of how to analyse practice to ensure pupil learning is maximised together with activities and tasks to support you as you analyse your own learning and performance Learning to Teach Foreign Languages in the Secondary School provides practical help and support for many of the situations and potential challenges you are faced with in school It is an essential purchase for every aspiring secondary foreign languages school teacher

Aphasia and Related Disorders in Children Jon Eisenson, 1984 Studies information fundamental to the diagnosis and treatment of the problems of linguistically retarded children

Nigerian Languages, Literatures, Culture and

Reforms Ndimele, Ozo-mekuri, 2016-04-30 The papers in this volume were selected from the Silver Jubilee edition of the Annual Conference of the Linguistic Association of Nigerian LAN which was held at the Nigerian Educational Research and Development Council NERDC Abuja Nigeria The Silver Jubilee edition is dedicated to the father of Nigerian Linguistics Professor Emeritus Ayo Bamgbose Professor Emeritus Bamgbose was the first indigenous Professor of Linguistics in Nigeria and the first black African to teach linguistics in any known university south of the Sahara He was there from the very beginning and together with co operation of people such as the late Professor Kay Williamson he nurtured Nigerian linguistics He is not just a foremost Nigerian linguist but also a most famous respected celebrated distinguished and cherished African linguist of all times To be candid Nigerian linguistics is synonymous with Professor Emeritus Bamgbose In 58 well written chapters by experts in their fields the book covers aspects of Nigerian languages linguistics literatures and culture The papers have not been categorized into sections rather they flow hence there is some overlapping in the arrangement The book is an essential resource for all who are interested to learn about current trends in the study of languages linguistics and related subject matters in Nigeria *Research in Education* ,1973 *Resources in Education* ,1995-06 Speech and Language Norman J. Lass, 2014-06-28 *Speech and Language Volume 6 Advances in Basic Research and Practice* is a collection of papers that discusses pathology theories and clinical issues related to language and speech Some papers describe auditory discrimination and intervention techniques for articulatory defects assessment of auditory disorders phonological systems of deaf speakers as well as speech and language characteristics of aging persons Other papers discuss issues in language and cognitive assessment of black children distortions of the supralaryngeal vocal tract the structure of the human tongue transformation of the acoustic signal into speech and methods to estimate glottal volume velocity waveform properties One paper suggests guidelines that investigators should be aware of before giving any speech discriminating tests These guidelines include the following use of age appropriate tests use of culturally unbiased tests adaption of intrapersonal testing procedures and utilization of recorded stimulus presentation Another paper reviews auditory processing deficits associated with brain damage and the considerations applicable to the assessment of such disorders It also suggests treatment planning One paper concludes that the phonological structure of a fluent speech requires that the listener employ higher level sources of knowledge while making phonetic decisions Linguists speech pathologists psychologists speech therapists neurologists neuropsychologists and neurolinguists will find the collection highly relevant **Library of Congress Subject Headings** Library of Congress, 1993 Library of Congress Subject Headings Library of Congress. Cataloging Policy and Support Office, 2000 **Library of Congress Subject Headings: P-Z** Library of Congress. Subject Cataloging Division, 1988 Library of Congress Subject Headings Library of Congress. Office for Subject Cataloging Policy, 1992 Disorders of Articulation Margaret Edwards, 2012-12-06 The title of this book may at first appear to be somewhat restrictive in its use of terminology However this is far from the intention of the writer on the

contrary the following chapters seek to reflect a departure from the traditional segmentally orientated approach to this type of disability. Indeed one reason why the book has been written is the sense of frustration arising out of the largely ineffectual static and structural methodology of remedial work. Alternative titles could have been Disorders of Speech Production or Neurogenic Speech Disorders but neither would have encapsulated the essence of the book. Much of the recent research in the neurophysiology of motor control and also in the field of neurolinguistics has been concerned with ways in which intention and planning of movement is effected. Such models are still in their infancy but it seems the potential value of their application to speech is considerable. In the case of verbal dyspraxia for example we have long since in rather vague terms described it as a disorder of organization and programming without ever stating exactly what may be disorganized or not properly planned. This book does not provide the answer for as yet there is insufficient data on which to work so that formulated theories may be tested and further defined. But as we move from speculative guess work towards established fact so the likelihood grows of providing more positive help for those who suffer these drastic limitations in communication.

*Listening to Sounds and Signs* Prabakar Immanuel, Claudia Koenig, Tesni Sian, 1998      **Learning Disabilities**  
Interagency Committee on Learning Disabilities (U.S.), 1987

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