MM Textbooks

Teaching Languages to Students with Specific Learning Differences

11

Judit Kormos and Anne Margaret Smith

MULTILINGUAL MATTERS Bristol • Buffalo • Toronto

Contents

Preface		xi
I:	Views of Disability in Education	. I
	Introduction	2
	The interaction between language and thought	3
	Models of disability reflected in discourses	5
	A medical discourse	7
	A legal discourse	8
	A discourse of social construction	9
	Discourses of disability in educational settings	10
	Inclusive discourses of disability	12
	Labelling and self-identification	13
	Challenging dominant discourses	15
	Summary of key points	16
	Activities	16
	Recommended reading	17
2:	What Is Dyslexia?	19
	Introduction	20
	A historical overview of dyslexia research	20
	Definitions of dyslexia	21
	Basic learning mechanisms	24
	Reading processes and learning to read	28
	Behavioural manifestations and cognitive correlates of dyslexia	30
	Cognitive and neurological explanations of dyslexia	33
	Summary of key points	38
	Activities	38
	Further reading	39
3:	Associated Learning Differences	41
	Introduction	42
	Specific Language Impairment	42
	Dyspraxia	44
	Dyscalculia	46
	Attention deficit and hyperactivity disorder	48
	Asperger's Syndrome	52
	Summary of key points	55
	Activities	56
	Further reading:	57

4:	Cognitive and Emotional Aspects of Language Learning	59
	Introduction	60
	What processes are involved in language learning?	60
	Cognitive abilities in language learning	61
	Affective factors in language learning	64
	An overview of the language learning difficulties of students with an SpLD	65
	Vocabulary learning	68
	Acquisition of grammar	71
	Reading in L2	72
	Writing in L2	74
	Producing and understanding oral texts	77
	Towards success in language learning	79
	Summary of key points	80
	Activities	81
	Further reading	81
5:	Identification and Disclosure	83
	Introduction	84
	Identification	85
	Observation	86
	Screening	88
	Formal Identification	90
	Assessment in a second language context	93
	Disclosure	95
	Disclosing assessment findings to the student	96
	Passing on information to class teachers and external bodies	97
	Sharing information with family	98
	Disclosing to peers	99
	Student disclosure to an institution	99
	Summary of key points	101
	Activities	102
	Further reading	102
6:	Accommodating Differences	103
	Introduction	105
	Environment	105
	Light, temperature and volume	106
	Furniture	107
	Equipment	107
	Materials	109
	Curriculum	111
	Organization of subject matter	111
	Classroom tasks and assessments	112
	Differentiation	113

	Communication	114
	Instructions	115
	Feedback	115
	Self-esteem	116
	Classroom management	117
	Grouping	118
	Routine	118
	Pace	119
	Developing learning skills	119
	Study skills	119
	Metacognitive thinking skills	120
	Summary of key points	123
	Activities	123
	Further reading	123
7:	Techniques for Language Teaching	125
	Introduction	126
	Multi-sensory teaching methods	126
	Teaching the sound and spelling system of the L2	130
	Teaching vocabulary	132
	Teaching grammar	134
	Teaching reading	135
	Teaching listening	137
	Teaching speaking	139
	Teaching writing	141
	Summary of key points	143
	Activities	143
	Further reading	¹ 44
8:	Assessment	145
	Introduction	146
	Overview of key constructs in language assessment	146
	Validity and fairness	147
	Accommodations and modifications	149
	Types of accommodations and selecting accommodations	151
	Accommodations and modifications in high-stakes language proficiency tests	154
	Classroom-based assessment	156
	The purpose of evaluation	156
	Planning the assessment	157
	Types of assessment tasks	159
	Collecting and analysing information	162
	Summary of key points	164
	Activities	164
	Further reading	165

ł

,

1

9:	Transition and Progression	167
	Introduction	168
	Factors that cause stress in transition	169
	Environmental and physical transitions	171
	Academic and cognitive challenges of transition	171
	Social demands of transition	172
	Psychological transitions	172
	Strategies that students and their families can implement	173
	Strategies that the existing institution can implement	177
	Developing personal qualities and academic skills	177
	Good communication	177
	Independence	178
	Career advice	179
	What receiving institutions can do to facilitate transition	180
	Phased in transition	180
	Reassessment of support requirements	180
	Information	181
	Moving on to employment	183
	Conclusion	184
	Summary of key points	185
	Activities	186
	Further reading	186
	1	

Appendices

Appendix 1	187	
Appendix 2	189	
Appendix 3	190	
Appendix 4	194	
Appendix 5	197	
Appendix 6	200	
References	203	
Index	221	