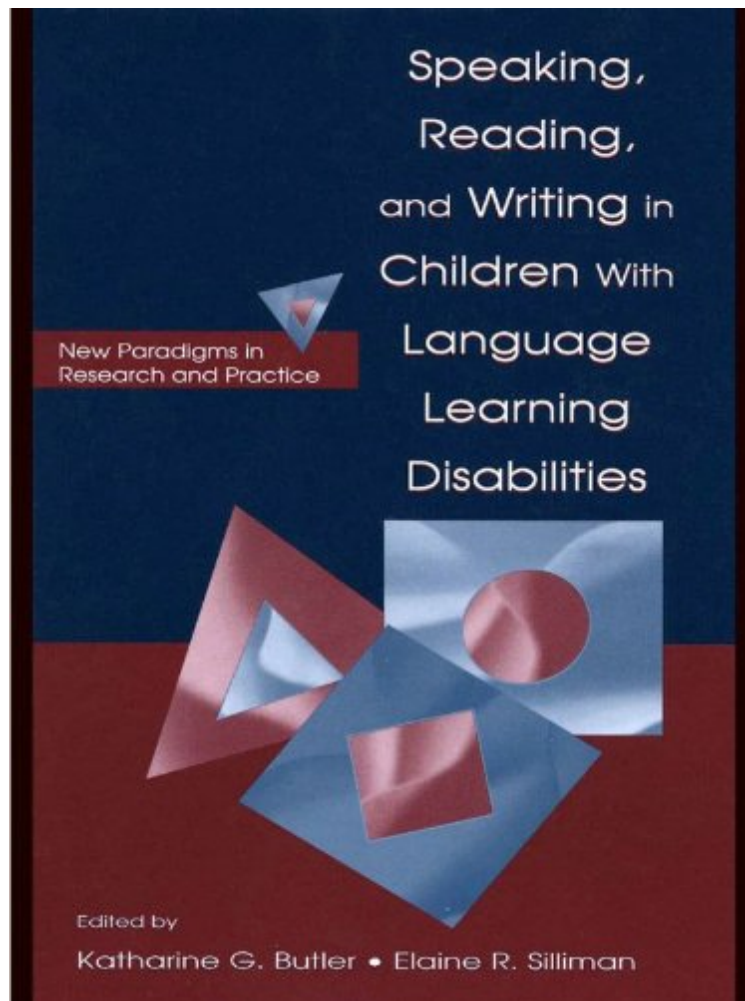


[Library ebook] Speaking, Reading, and Writing in Children With Language Learning Disabilities: New Paradigms in Research and Practice

Speaking, Reading, and Writing in Children With Language Learning Disabilities: New Paradigms in Research and Practice

From Psychology Press
*ebooks | Download PDF | *ePub | DOC | audiobook*



#1496261 in eBooks 2001-12-01 2001-12-01File Name: B001Q554L8 | File size: 68.Mb

From Psychology Press : Speaking, Reading, and Writing in Children With Language Learning Disabilities: New Paradigms in Research and Practice before purchasing it in order to gage whether or not it would be worth my time, and all praised Speaking, Reading, and Writing in Children With Language Learning Disabilities: New Paradigms in Research and Practice:

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.

The book is clearly written and although intended for an audience with some knowledge and language difficulties would be accessible to a person coming to the topic for the first time....I would recommend it to any practitioner who wanted to find out more about the relationship between speech, language and communication difficulties and the development of literacy. Child Language Teaching Therapy this book makes a strong case for broadening the discussion of language learning disabilities to encompass other aspects of language besides phonological skills and other aspects of learning disability besides reading decoding problems. The chapters directly addressing this issue are generally well written and informative. Readers should take away from the book a good grasp of the link between lexical, syntactic, morphological, and discourse deficits and problems in reading comprehension and written expression. Contemporary Psychology APA REVIEW OF BOOKS This volume provides a well-rounded look at the current state of affairs surrounding language and literacy....this work serves as a snapshot of the great works of the time to be enjoyed by researchers and practitioners alike; it is a worthy addition to any collection. Journal of Reading