



FIFTH EDITION

LANGUAGES AND LEARNERS

MAKING THE MATCH

World Language Instruction in K-8 Classrooms and Beyond

Helena Curtain | Carol Ann Dahlberg



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Languages and Learners-
Helena Curtain 2014-08-21
Both a methods text and a practical guide for schools and teachers, "Languages and

Learners "is designed to help those preparing to teach languages, especially at the elementary and middle school K-8 levels; practitioners already involved with language teaching; and teachers, parents, and

administrators engaged in the planning or evaluation process. In it the authors include the theoretical and practical elements that have been important in their own classroom practice. Intended as an entry-level resource to help new teachers get oriented to what is important and available in the profession, the book is based on scholarship, yet written by practitioners with practitioners in mind. Popular, accessible, and engaging, "Languages and Learners" is a classic in the field, now updated to include: NEW! A new organization around the TELL (Teaching Effectiveness for Language Learning) Framework. NEW examples and illustrations of the concepts. NEW insights from guest contributors. NEW coverage of today's important issues, such as technology in the classroom, assessment, differentiated instruction, the Common Core State Standards, and more.

Languages and Children-
Helena Curtain 2009-09-01
With a focus on
communicative language

teaching as it reflects cognitive and second language acquisition theory, this classic in the field provides a wealth of strategies and activities ready to use in the K-8 foreign language classroom. This popular and completely updated text is the only comprehensive foreign language methods text for K-8 classrooms that is also accessible and engaging for undergraduate students. *Languages and Children: Making the Match, Fourth Edition*, provides extensive new information that is not easily accessible to the field. The Fourth Edition maintains the integrity of past editions while reflecting the new and fascinating language issues that exist in today's classrooms and making standards-based planning and instruction the guiding principles throughout the book.

Languages and Children,
Making the Match-Helena
Anderson Curtain 2004

Making Sense of Learners Making Sense of Written Language-Kenneth S.

Goodman 2014-04-11 Ken and Yetta Goodman's professional work has been a lifelong collaboration, informed by shared philosophical strands. An overarching goal has been to provide access for all children to literacy and learning and to inform and improve teaching and learning. Each also is recognized for specific areas of focus and is known for particular concepts. This volume brings together a thoughtfully crafted selection of their key writings, organized around five central themes: research and theory on the reading process and written language development; teaching; curriculum and evaluation; the role of language; advocacy and the political nature of schooling. In the World Library of Educationalists, international scholars themselves compile career-long collections of what they judge to be their finest pieces - extracts from books, key articles, salient research findings, major theoretical

and/practical contributions - so the world can read them in a single manageable volume. Readers will be able to follow the themes and strands of their work and see their contribution to the development of a field, as well as the development of the field itself.

Writing Between Languages-Danling Fu 2009

"Most literacy instruction for ELLs in the United States focuses on grammar, vocabulary, content reading, or speaking and listening. The focus on the surface structure of English may lead to enough English proficiency to compose proper English sentences in correctly formatted papers, but it does not support ELLs as competent writers and thinkers." -Danling Fu With Writing Between Languages, Danling Fu provides an effective alternative. She proves that by beginning with the literacy knowledge students bring from their native language and putting writing at the center of the curriculum, we can help them make a smoother transition to

English while we support their academic literacy. With *Writing Between Languages*, you'll learn to understand the crucial and helpful role native literacy plays in building written English fluency assess where English learners- including beginners-are in their development as writers use code-switching and movement between languages to scaffold transitional writing-no matter whether you know a student's home language implement instructional strategies to support development in writing and other literacy and language skills in meaningful contexts. "ELLs should develop their writing ability as well as language skills through writing practice from the beginning," writes Danling Fu. Read *Writing Between Languages*, use its study guide with your colleagues, and discover how "writing instruction for ELLs that goes beyond language practice, can help them achieve real expression and communication"-skills they'll use in the classroom and in life. "I believe that we are at the beginning stages of a radical shift in pedagogical

assumptions regarding effective instruction for ELL students. *Writing Between Languages* makes a highly significant contribution to our understanding of what teaching for transfer entails and what it can achieve in the area of ELL students' writing development." -Jim Cummins University of Toronto

Making the Transition to Classroom Success-Helaine W Marshall 2013-07-25
Features a chapter on flipped classrooms! Learners with no, minimal, or limited exposure to formal education generally do not share the expectations and assumptions of their new setting; as a result, they are likely to find themselves confounded by the ways in which the language and content are presented, practiced, and assessed in Western-style educational settings. Institutions and teachers must tailor therefore their instruction to this population. *Making the Transition to Classroom Success: Culturally Responsive Teaching for Struggling Language Learners* examines how

understanding secondary and adult L2 learners' educational paradigm, rooted deeply in their past experiences and cultural orientations, provides a key to the solution to a lack of progress. Making the Transition to Classroom Success builds on and expands on two earlier books, Meeting the Needs of Students with Limited or Interrupted Formal Schooling and Breaking New Ground: Teaching Students with Limited or Interrupted Formal Education in U.S. Secondary Schools. These previous books focused specifically on a subset of struggling L2 learners--those with limited or interrupted formal education (SLIFE) in U.S. secondary schools—and detailed the instructional model (MALP). Making the Transition broadens the applications of the MALP model to include academic thinking tasks, flipped classrooms, project design, and rubrics.

Babel No More-Michael Erard 2012-01-10 A “fascinating” (The Economist) dive into the world of linguistics that is “part

travelogue, part science lesson, part intellectual investigation...an entertaining, informative survey of some of the most fascinating polyglots of our time” (The New York Times Book Review). In Babel No More, Michael Erard, “a monolingual with benefits,” sets out on a quest to meet language superlearners and make sense of their mental powers. On the way he uncovers the secrets of historical figures like the nineteenth-century Italian cardinal Joseph Mezzofanti, who was said to speak seventy-two languages, as well as those of living language-superlearners such as Alexander Arguelles, a modern-day polyglot who knows dozens of languages and shows Erard the tricks of the trade to give him a dark glimpse into the life of obsessive language acquisition. With his ambitious examination of what language is, where it lives in the brain, and the cultural implications of polyglots' pursuits, Erard explores the upper limits of our ability to learn and use languages and illuminates the

intellectual potential in everyone. How do some people escape the curse of Babel—and what might the gods have demanded of them in return?

Teacher's Handbook, Contextualized Language Instruction-Judith L. Shrum
2015-08-26 Teach foreign language effectively with TEACHER'S HANDBOOK:

CONTEXTUALIZED LANGUAGE INSTRUCTION! Designed to prepare you to teach foreign language, this fifth edition handbook incorporates the Standards for Foreign Language Learning in the 21st Century, recently refreshed as World-Readiness Standards for Learning Languages. It provides a practical framework for integrating the Five C's and ACTFL-NCSSFL Can-Do Statements into foreign language teaching, as well as case studies of beginning teachers as they learn to navigate the complexity of being on the other side of the desk. Mastering the material is easy with examples of

communication in authentic settings, thoughtful case studies, extensive appendices, and a text-specific website with links to teacher resources and streaming video of standards-based instruction. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

A Book For Every Teacher-Nan Li 2015-03-01 A Book for Every Teacher: Teaching English Language Learners is a unique and compressive text written for mainstream classroom teachers. The passion for writing this book comes from our working experiences with the K-12 teachers in four school districts through our ELL Center professional development program. Through this program, we provide professional training through our federally funded research and service projects. The purpose of our professional training is to prepare general education teachers to work effectively with English language learners (ELLs). While

working with the teachers on a daily basis, we know the immediate needs of the teachers. This motivated us to embark this book project. In recent years, the ELL school population has the highest increase among school populations. As the NEA data indicates, providing ELL students with high quality services and programs is an important investment in America's future (NEA, 2013). This book is our investment in helping teachers to meet their challenges and provide useful information and strategies for teaching ELLs. The book is designed with K-12 teachers in mind. It is best used by teachers who have or will have ELLs in their classrooms and who seek information and strategies to better work with and serve their ELLs to achieve academic success. With this design, teachers can use the book as a text or reference tool. This book can also be adopted as text materials for professional training. Teachers are the most important factor for ELLs' academic success.

How to Reach and Teach

English Language

Learners-Rachel Carrillo
Syrja 2011-08-04 Practical, ready-to-use ELL strategies firmly rooted in the latest research This book provides practical strategies and tools for assessing and teaching even the most hard to reach English language learners across the content areas. Syrja offers educators the latest information on working with ELLs (including using formative assessments) and provides a wealth of classroom-tested models and measures. These tools have proven to be effective with ESL students at all levels, including Long Term English Learners (LTELs). Throughout the book, the author shares powerful research-based strategies and clearly illustrates how they should be implemented in the classroom for maximum impact. Filled with proven ideas and easy-to-implement tips for teaching ELLs Designed to be a practical ELL/ESL resource for classroom teachers Syrja, a former teacher and ESL student, is a noted expert in English language learning and a Professional Development Associate with

the Leadership and Learning Center This value-packed guide offers educators accessible and research-based classroom strategies for reaching and teaching ELLs.

Teaching Science to English Language

Learners-Joyce Nutta
2010-09-13 Books in the Teaching English Language Learners (ELLs) across the Curriculum Series are written specifically for pre- and in-service teachers who may not have been trained in ELL techniques, but still find themselves facing the realities and challenges of today's diverse classrooms and learners. Each book provides simple and straightforward advice on how to teach ELLs through a given subject area, and how to teach content to ELLs who are at different levels of English language proficiency than the rest of their class. Authored by both language and content area specialists, each volume arms readers with practical, teacher-friendly strategies, and subject-specific techniques. Teaching Science

to English Language Learners offers science teachers and teacher educators a straightforward approach for engaging ELLs learning science, offering examples of easy ways to adapt existing lesson plans to be more inclusive. The practical, teacher-friendly strategies and techniques included here are proven effective with ELLs, and many are also effective with all students. The book provides context-specific strategies for the full range of the secondary sciences curriculum, including physical science, life science, earth and space science, science as inquiry, and history and nature of science and more. A fully annotated list of web and print resources completes the book, making this a one volume reference to help science teachers meet the challenges of including all learners in effective instruction. Special features: practical examples of science exercises make applying theory to practice simple when teaching science to ELLs an overview of the National Science Education Standards offers useful

guidelines for effective instructional and assessment practices for ELLs in secondary grades graphs, tables, and illustrations provide additional access points to the text in clear, meaningful ways.

English Language Proficiency Assessments for Young Learners-

Mikyung Kim Wolf 2017-05-25 English Language Proficiency Assessments for Young Learners provides both theoretical and empirical information about assessing the English language proficiency of young learners. Using large-scale standardized English language proficiency assessments developed for international or U.S. contexts as concrete examples, this volume illustrates rigorous processes of developing and validating assessments with considerations of young learners' unique characteristics. In this volume, young learners are defined as school-age children from approximately 5 to 13 years old, learning English as

a foreign language (EFL) or a second language (ESL). This volume also discusses innovative ways to assess young learners' English language abilities based on empirical studies, with each chapter offering stimulating ideas for future research and development work to improve English language assessment practices with young learners. English Language Proficiency Assessments for Young Learners is a useful resource for students, test developers, educators, and researchers in the area of language testing and assessment.

Making Math Accessible to English Language Learners (Grades 9-12)-r4Educated Solutions 2011-12-30 Making Math Accessible for English Language Learners provides practical classroom tips and suggestions to strengthen the quality of classroom instruction for teachers of mathematics. The tips and suggestions are based on research in practices and strategies that address the affective, linguistic, and cognitive needs of English

language learners. Although this resource centers on teaching English language learners, many of the tips and suggestions benefit all students. Making Math Accessible for English Language Learners follows five case studies of composite student profiles throughout the book with opportunities for reflection to increase personal awareness of both the teacher's role and students' needs in the mathematics classroom, tasks to provide interaction with the content of the book, and hot tips for ideas applicable to real-world classroom situations.

Making Math Accessible to English Language Learners (Grades 3-5)

Grades 3-5-r4Educated Solutions 2011-12-30 Making Math Accessible for English Language Learners provides practical classroom tips and suggestions to strengthen the quality of classroom instruction for teachers of mathematics. The tips and suggestions are based on research in practices and strategies that address the

affective, linguistic, and cognitive needs of English language learners.

Making Math Accessible to English Language Learners (Grades 6-8)

Grades 6-8-r4Educated Solutions 2011-12-30 Making Math Accessible for English Language Learners provides practical classroom tips and suggestions to strengthen the quality of classroom instruction for teachers of mathematics. The tips and suggestions are based on research in practices and strategies that address the affective, linguistic, and cognitive needs of English language learners.

Making Math Accessible to English Language

Learners-r4Educated Solutions 1993-01-01 Turn your students' lives around and reduce your own stress with practical techniques that focus on building positive relationships and shaping constructive classroom behavior. This book offers strategies for meeting the needs of difficult students and

tea

Methods for Teaching

Foreign Languages-Joan

Kelly Hall 2001 For undergraduate or graduate level foreign language methods courses in Teacher Preparation. Also appropriate for junior high and high school teachers of modern foreign languages. Exclusive in its socio-cultural approach to language learning, this comprehensive text builds on the National Communication Standards for foreign language learning. Its goal is to equip students with the necessary knowledge and skills to establish and maintain effective classroom communities of foreign language learners. To accomplish this, the author incorporates the latest research and theoretical insight regarding communication and communicative development with practical application. The result is a complete, effective approach to designing curriculum, instruction, and assessment for foreign languages.

Access for Success-Katy

Arnett 2018 "Access for Success: Making Inclusion Work for Language Learners is the first educational text of its kind to integrate principles and theories about Universal Design for Learning and language learning with practical strategies to address the diverse needs of today's language learners in Canada. Drs. Katy Arnett and Renée Bourgoïn accomplish this by establishing four Access Points or steps to inclusive language education:

1. Knowledge IS access.
 2. Know your language learners. Empower them.
 3. Universal language actions and differentiation that support comprehension, production, attention, and overall language development.
 4. Make informative decisions regarding assessment and protocols to facilitate inclusion. The authors' strategies are backed by sound research and years of in-class, hands-on experience.
- Access for Success is a comprehensive resource that can be used by all second-language teachers who seek

to make inclusion part of their classrooms." --

Technology and the Psychology of Second Language Learners and Users

Mark R. Freiermuth

2020-03-25 This edited volume brings together large-scale research as well as case studies from a range of geographical contexts and represents a variety of educational settings involving second language learners and users. Its aim is to explore the interrelated issues of psychology and technology use in second language learning settings as well as in more autonomous environments. As language learning professionals continue to devote more time and attention to making various technological tools an integral part of the classroom, it is just as important to understand the influences that these tools have on the psychological state of the learners who use them. In consideration of this objective, the volume examines factors such as learner attitudes and

motivation, emotion and behaviour, and the cognitive processes that are at play in the minds of the language users. This volume will be of interest not only to language teachers but also to researchers working in second language acquisition (SLA), applied linguistics, and educational psychology.

English Language

Learners:Janette Klingner

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.

Success with Languages-
Stella Hurd 2005-10-09
Success with Languages is designed to help all students develop the skills they need to become an effective language learner and to make the most of language study. Written by

experienced language teachers at the Open University, this book offers undergraduates and postgraduates crucial and practical advice on important areas such as: choosing a language and study programme setting personal goals for language learning and monitoring progress using ICT to support language learning. Each of the ten chapters features a number of exercises in order to help students assess the ways they learn and consider where improvements can be made, making the most of the media available and how to use resources effectively.

Critical Literacy with Adolescent English Language Learners-Jennifer Alford 2021-05-25 This book examines critical literacy within language and literacy learning, with a particular focus on English as an Additional Language learners in schools who traditionally are not given the same exposure to critical literacy as native-English speakers. An important and innovative

addition to extant literature, this book explains how English language teachers understand critical literacy and enact it in classrooms with adolescent English language learners from highly diverse language backgrounds. This book brings together the study of two intersecting phenomena: how critical literacy is constructed in English language education policy for adolescent English language learners internationally and how critical literacy is understood and enacted by teachers amid the so-called 'literacy crisis' in neoliberal eduscapes. The work traces the ways critical literacy has been represented in English language education policy for adolescents in five contexts: Australia, England, Sweden, Canada and the United States. Drawing on case study research, it provides a comparative analysis of how policy in these countries constructs critical literacy, and how this then positions critical engagement as a focus for teachers of English language learners. Empirically based and accessibly written, this timely

book will be of interest to a wide range of academics in the fields of adolescent literacy education, English language learning and teaching, education policy analysis, and critical discourse studies. It will also appeal to teachers, post-graduate students and language education policy makers.

English Language Learners at School-Else V. Hamayan 2012 Includes a free subscription to a companion website. This book is not returnable if the shrink wrap is damaged or removed.

Making Content Comprehensible for English Learners-Jana Echevarraia 2016-01 Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0134403290. Using a writing style that is practical and applicable to all kinds of classrooms, this widely

popular book presents a user-friendly approach for planning and implementing lessons for teaching English learners and other students. It provides students with access to grade-level content, develops their academic English skills, and prepares them to be college and career ready. The SIOP model is a comprehensive, coherent, research-validated, success-proven model for improving teaching effectiveness and ensuring academic gains for students. It can be implemented in all content areas at all grade levels and English proficiency levels. Making Content Comprehensible for English Learners provides specific application of the SIOP to the Common Core and other state standards and includes a Reflect and Apply eText feature in which readers explain their rating of teachers' lessons, and Teaching with Technology vignettes that describe how to infuse technology into many different SIOP lessons. The Enhanced Pearson eText features new video links inserted throughout to illustrate chapter topics and discussion points. Check for

Understanding and end-of-chapter quizzes provide a comprehensive means for gauging student understanding. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. The Enhanced Pearson eText may be purchased stand-alone for 50-60% less than a print bound book. * The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS

3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later.

Assessing English

Language Learners-Margo Gottlieb 2006-01-06 Discover how to bridge the gap between equitably assessing linguistic and academic performance! This well-documented text examines the unique needs of the growing population of English language learners (ELLs) and describes strategies for implementing instructional assessment of language and content. With both depth and breadth, the author articulates how to equitably and comprehensively assess the language proficiency and academic achievement of ELLs. Both practicing and aspiring educators will benefit from: Rubrics, charts, checklists, surveys, and other ready-to-use tools Professional development activities An integrated approach to teaching standards, language, and content Guidance on how best to address standardized testing and grading

Getting Started with English Language

Learners-Judie Haynes 2007 Whether you're new to teaching English language learners or an old hand, here's a guide that provides you with a firm baseline and can't-miss strategies for boosting the achievement of these students. A teacher with 26 years of experience uses familiar scenarios from actual classrooms to illustrate ideas and advice you can use right away: (1) Six key concepts and six common myths of second language acquisition; (2) Five stages of language acquisition and what to do at each; (3) Four stages of culture shock that newcomers go through before they become comfortable with the language; (4) How to know when an ell student is ready to speak; (5) How to match instruction to ell learning styles and thinking skills; (6) Main challenges that ell students face in learning reading, writing, math, science, and social studies; (7) How to use differentiated instruction, flexible grouping, and other essential practices for ell students; and (8) What

to do for all students during the first weeks of school. School leaders should buy this book in bulk for wide distribution or use the book's professional development activities to create workshops and teacher induction programs.

Supporting the Whole Child: Reflections on Best Practices in Learning, Teaching, and Leadership-

Marge Scherer 2009-11-23

This e-book, a collection of articles from Educational Leadership and other ASCD publications explores what it means to “support the whole child.” In these articles, authors ponder the various meanings of support in the classroom, school, and community. This third in a four-book series exploring whole child education ends by emphasizing another maxim of good teaching: Hold high expectations for your students. Our authors agree: With the right supports, students are capable of doing more than even they think they can.

Foundations for Teaching English Language

Learners-Wayne E. Wright

2019 "Provides information on demographic changes in U.S. schools; language and literacy education; program models; instruction and assessment approaches, methods, and strategies; Common Core and English language proficiency standards and accountability requirement. Includes a companion website"--

Challenges for Language Education and Policy-

Bernard Spolsky 2014-09-15

Addressing a wide range of issues in applied linguistics, sociolinguistics, and multilingualism, this volume focuses on language users, the ‘people.’ Making creative connections between existing scholarship in language policy and contemporary theory and research in other social sciences, authors from around the world offer new critical perspectives for analyzing language phenomena and language theories, suggesting new meeting points among language users and language

policy makers, norms, and traditions in diverse cultural, geographical, and historical contexts. Identifying and expanding on previously neglected aspects of language studies, the book is inspired by the work of Elana Shohamy, whose critical view and innovative work on a broad spectrum of key topics in applied linguistics has influenced many scholars in the field to think “out of the box” and to reconsider some basic commonly held understandings, specifically with regard to the impact of language and languaging on individual language users rather than on the masses.

Community-Based

Language Learning-Joan

Clifford 2018-11-01

Community-based Language Learning offers a new framework for world language educators interested in integrating community-based language learning (CBLL) into their teaching and curricula. CBLL connects academic learning objectives with experiential learning, ranging from reciprocal partnerships with the community (e.g.,

community engagement, service learning) to one-directional learning situations such as community service and site visits. This resource prepares teachers to implement CBLL by offering solid theoretical frameworks alongside real-world case studies and engaging exercises, all designed to help students build both language skills and authentic relationships as they engage with world language communities in the US. Making the case that language learning can be a tool for social change as well, Community-based Language Learning serves as a valuable resource for language educators at all levels, as well as students of language teaching methodology and community organizations working with immigrant populations.

The Assessment of

Emergent Bilinguals-Dr.

Kate Mahoney 2017-02-20

This textbook is a comprehensive introduction to the assessment of students in K-12 schools who use two or more languages in their

daily life: English Language Learners (ELLs), or Emergent Bilinguals. The book includes a thorough examination of the policy, history and assessment/measurement issues that educators should understand in order to best advocate for their students. The author presents a decision-making framework called PUMI (Purpose, Use, Method, Instrument) that practitioners can use to better inform assessment decisions for bilingual children. The book will be an invaluable resource in teacher preparation programs, but will also help policy-makers and educators make better decisions to support their students.

Assessing English Language Learners: Bridges to Educational Equity-Margo Gottlieb
2016-03-03 Build the bridges for English language learners to reach success! This thoroughly updated edition of Gottlieb's classic delivers a complete set of tools, techniques, and ideas for planning and implementing

instructional assessment of ELLs. The book includes: A focus on academic language use in every discipline, from mathematics to social studies, within and across language domains Emphasis on linguistically and culturally responsive assessment as a key driver for measuring academic achievement A reconceptualization of assessment "as," "for," and "of" learning Reflection questions to stimulate discussion around how students, teachers, and administrators can all have a voice in decision making

Language Learner Strategies-Michael James Grenfell
2017-10-19 Language Learner Strategies combines principles with research and classroom practice, providing a new view of language learning to inform policy and teaching methodology. Divided into three parts, the book draws links between language learning theory in the established research literature, the authors' own empirical studies and the implications for curriculum policy and teacher education.

The book addresses issues that to date have not been fully explored including the strategies of the 12-15 year old age range learning Modern Languages such as French, German, Spanish and Mandarin Chinese. A special focus is given to the sociocultural aspects of learner strategies and their link with psychological contexts in which they are used. The authors explore the cognitive turn in language learner strategy research and the practical teaching approaches it helps to develop. It sets a future agenda for learner strategy research and classroom practice.

Basics of Language for Language Learners, 2nd Edition-Peter W. Culicover 2017-08-29 Basics of Language for Language Learners, 2nd edition, by Peter W. Culicover and Elizabeth V. Hume, systematically explores all the aspects of language central to second language learning: the sounds of language, the different grammatical

structures, the tools and strategies for learning, the social functions of communication, and the psychology of language learning and use.

Whole Language for Second Language Learners-Yvonne S. Freeman 1992

Teaching English Language Learners Across the Content Areas-Judie Haynes 2010-02-15 English language learners (ELLs) often face the difficult challenge of learning both a new language and new subject matter at the same time. In Teaching English Language Learners Across the Content Areas, Judie Haynes and Debbie Zacarian offer strategies, tools, and tips that teachers can use to help ELLs at all levels flourish in mainstream classrooms. This book will show teachers how to * Determine their ELLs' stages of English language acquisition. * Modify assignments and assessments in different content areas for ELLs at different stages of

language development. *
Ensure that all ELLs participate fully in lesson activities alongside their English-fluent peers. *
Communicate effectively with parents and guardians of students from diverse cultures. Real-life examples of lessons from elementary, middle, and high school that have been modified for ELLs in language arts, math, science, and social studies classes show how to effectively put the authors' recommendations into practice. A glossary of important ELL and ESL terms is included as well, for those who are new to teaching ELLs. Whether novice or veteran, all teachers of ELLs will benefit from this wonderfully practical guide to ensuring that ELLs learn English by learning content-- and learn content while learning English.

120 Content Strategies for English Language

Learners-Jodi Reiss 2012

Written by renowned author, Jodi Reiss, 120 Content Area Strategies for Teaching

English Language learners offers practical instructional and assessment strategies built on a strong foundation of second language acquisition theories and principles that you can easily incorporate into your daily classroom instruction. These strategies address how to build background knowledge and learning strategies, read for comprehension, give clear instructions, assess learning, consider culture & its impact on learning, and more. All 120 strategies are concise and easy to follow with helpful guides to help you maximize your secondary students' performance potential in the content areas at every level of English language development. New to this Edition: 15 new practical applications Substantial additions in areas of reading the textbook, review techniques and products, and questioning techniques for increased participation Expanded and updated TechConnection websites Book Club section with questions for self-directed discussion Chart of select strategies cross-referenced with core content areas in

addition to previously included chart of strategies that support the four language skills

Improving Adult Literacy Instruction

National Research Council 2012-04-26
A high level of literacy in both print and digital media is required for negotiating most aspects of 21st-century life, including supporting a family, education, health, civic participation, and competitiveness in the global economy. Yet, more than 90 million U.S. adults lack adequate literacy. Furthermore, only 38 percent of U.S. 12th graders are at or above proficient in reading. Improving Adult Literacy Instruction synthesizes the research on literacy and learning to improve literacy instruction in the United States and to recommend a more systemic approach to research, practice, and policy. The book focuses on individuals ages 16 and older who are not in K-12 education. It identifies factors that affect literacy development in adolescence and adulthood in general, and

examines their implications for strengthening literacy instruction for this population. It also discusses technologies for learning that can assist with multiple aspects of teaching, assessment, and accommodations for learning. There is inadequate knowledge about effective instructional practices and a need for better assessment and ongoing monitoring of adult students' proficiencies, weaknesses, instructional environments, and progress, which might guide instructional planning. Improving Adult Literacy Instruction recommends a program of research and innovation to validate, identify the boundaries of, and extend current knowledge to improve instruction for adults and adolescents outside school. The book is a valuable resource for curriculum developers, federal agencies such as the Department of Education, administrators, educators, and funding agencies.

Teaching Reading to English Language

Learners-Kristin Lems
2009-11-20 Written specifically for K-12 educators, this accessible book explains the processes involved in second-language acquisition and provides a wealth of practical strategies for helping English language learners (ELLs) succeed at reading. The authors integrate knowledge from two fields that often remain disconnected—linguistics and literacy—with a focus on what works in the classroom. Teachers learn effective practices for supporting students as they build core competencies not just for reading in English, but also

for listening, speaking, and writing. Engaging vignettes and examples illustrate ways to promote ELLs' communicative skills across the content areas and in formal and informal settings.

One Child, Two Languages-
Patton O. Tabors 2008
Practical, engaging guide to helping early childhood educators understand and address the needs of English language learners.