



Stephen Krashen (University of Southern California) is an expert in the field of linguistics, specializing in theories of language acquisition and development. Much of his recent research has involved the study of non-English and bilingual language acquisition. During the past 20 years, he has published well over 100 books and articles and has been invited to deliver over 300 lectures at universities throughout the United States and Canada.

Krashen's widely known and well accepted theory of second language acquisition has had a large impact in all areas of second language research and teaching since the 1980s.

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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 Duran 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

Helping English Language Learners Meet the Common Core Paul Boyd-Batstone, 2013-10-02 This new teacher friendly book offers a quick efficient easy to use tool the Classroom Assessment of Language Levels CALL to assess the language levels of English learners in grades K 12 Learn how to effectively use the tool utilizing direct interview and small group observation to determine students instructional levels and needs Get a variety of engaging differentiated Common Core based strategies that can be used post assessment to help students at each level improve their speaking and listening skills Strategies to help all your ELLs optimize their learning include Using interactive journals Creating chart stories Using meaningful gestures Using cognates Exploring word origins And much much more [Handbook for Achieving](#)

[Gender Equity Through Education](#) Susan S. Klein, Barbara Richardson, Dolores A. Grayson, Lynn H. Fox, Cheris Kramarae, Diane S. Pollard, Carol Anne Dwyer, 2014-05-22 First published in 1985 the *Handbook for Achieving Gender Equity Through Education* quickly established itself as the essential reference work concerning gender equity in education This new expanded edition provides a 20 year retrospective of the field one that has the great advantage of documenting U S national data on the gains and losses in the efforts to advance gender equality through policies such as Title IX the landmark federal law prohibiting sex discrimination in education equity programs and research Key features include Expertise Like its predecessor over 200 expert authors and reviewers provide accurate consensus research based information on the nature of gender equity challenges and what is needed to meet them at all levels of education Content Area Focus The analysis of

gender equity within specific curriculum areas has been expanded from 6 to 10 chapters including mathematics science and engineering Global Diversity Focus Global gender equity is addressed in a separate chapter as well as in numerous other chapters The expanded section on gender equity strategies for diverse populations contains seven chapters on African Americans Latina os Asian and Pacific Island Americans American Indians gifted students students with disabilities and lesbian gay bisexual and transgender students Action Oriented All chapters contain practical recommendations for making education activities and outcomes more gender equitable A final chapter consolidates individual chapter recommendations for educators policymakers and researchers to achieve gender equity in and through education New Material Expanded from 25 to 31 chapters this new edition includes more emphasis on male gender equity and on sexuality issues special within population gender equity challenges race ability and disability etc coeducation and single sex education increased use of rigorous research strategies such as meta analysis showing more sex similarities and fewer sex differences and of evaluations of implementation programs technology and gender equity is now treated in three chapters women s and gender studies communication skills relating to English bilingual and foreign language learning and history and implementation of Title IX and other federal and state policies Since there is so much misleading information about gender equity and education this Handbook will be essential for anyone who wants accurate research based information on controversial gender equity issues journalists policy makers teachers Title IX coordinators equity trainers women s and gender study faculty students and parents

The SWIRL Method Susan B. Katz,2025-01-22 With the SWIRL Method K 12 teachers can give students opportunities to SWIRL speak write interact read and listen to English to become confident competent and proficient in English SWIRL provides research based time tested practical applicable activities lessons and strategies Almost every lesson involves activities that require students to speak write interact read and listen By balancing SWIRL students can practice English in real world situations Comprehend integral aspects and stages of language acquisition and proficiency Discover culturally responsive ways to introduce language instruction into course content Craft well rounded language learning that hones speaking writing reading and listening Develop lesson plans and activities that actively engage all four language competencies Encourage language use and development in readily applicable ways and scenarios Contents Introduction Part 1 Chapter 1 Setting Up to SWIRL Chapter 2 Understanding Language Acquisition and Proficiency Levels Chapter 3 Planning Lessons Part 2 Chapter 4 Speaking Chapter 5 Writing Chapter 6 Interacting Chapter 7 Reading Chapter 8 Listening Epilogue References and Resources Index

Structured English Immersion Johanna J. Haver,2002-11-20 Experienced teacher and researcher Johanna Haver shows how easy it is to ensure that English Language Learners gain mastery of English as well as learn the essentials of the mainstream curriculum

True American Rosemary C. Salomone,2010-03-30 How can schools meet the needs of an increasingly diverse population of newcomers Do bilingual programs help children transition into American life or do they keep them in a linguistic ghetto Are immigrants who maintain their native language uninterested in

being American or are they committed to changing what it means to be American In this ambitious book Rosemary Salomone uses the heated debate over how best to educate immigrant children as a way to explore what national identity means in an age of globalization transnationalism and dual citizenship She demolishes popular myths that bilingualism impedes academic success that English is under threat in contemporary America that immigrants are reluctant to learn English or that the ancestors of today s assimilated Americans had all to gain and nothing to lose in abandoning their family language She lucidly reveals the little known legislative history of bilingual education its dizzying range of meanings in different schools districts and states and the difficulty in proving or disproving whether it works or defining it as a legal right In eye opening comparisons Salomone suggests that the simultaneous spread of English and the push toward multilingualism in western Europe offer economic and political advantages from which the U S could learn She argues eloquently that multilingualism can and should be part of a meaningful education and responsible national citizenship in a globalized world

Assessing English Language Learners in the Content Areas Florin Mihai, 2010-06-11 Assessing English Language Learners in the Content Areas A Research into Practice Guide for Educators seeks to provide guidance to classroom teachers staff developers and test item designers who want to improve ELL assessment outcomes particularly in the areas of math science and social studies The first two chapters of the book establish the background for the discussion of content area assessment for ELLs examining several important characteristics of this rapidly growing student population as well as critical legislation affecting ELLs and providing a description of various forms of assessment including how ELL assessment is different from the assessment of English proficient students Important assessment principles that educators should use in their evaluation of tests or other forms of measurement are provided Other chapters review ELL test accommodations nationwide because surprisingly most teachers do not know what they can and cannot allow and the research on the effectiveness of these types of accommodations The book analyzes the characteristics of alternative assessment it discusses three popular alternative assessment instruments performance assessment curriculum based measurement and portfolios and makes recommendations as to how to increase the validity reliability and practicality of alternative assessments The book proposes fundamental assessment practices to help content area teachers in their evaluation of their ELL progress

Closing the Achievement Gap Yvonne S. Freeman, David E. Freeman, Sandra Mercuri, 2002 Struggling older English learners pose a real challenge for educators Some of these students are new arrivals with limited or interrupted schooling Others have been in and out of ESL and bilingual programs in this country since kindergarten but have never succeeded academically How can teachers help older students who lack academic content knowledge and English language proficiency catch up with their classmates Yvonne and David Freeman provide four research based keys for closing the achievement gap three teachers have put this theory into practice to reach their older English learners These teachers organize curriculum around themes use predictable classroom routines and scaffold instruction in a variety of ways The clear examples from their classes will help

other teachers implement effective practices for their older English learners Closing the Achievement Gap features the four keys for school success for older English learners clear distinctions among the types of older English learners in our schools with examples of students from each category a thorough discussion of the kinds of language proficiency older English learners need a review of the latest research on effective practices for older English learners detailed descriptions from the classrooms of three teachers including thematic units they have developed their daily routines and the strategies they use to scaffold instruction professional extension activities to help readers apply the information in this book to their own educational settings For teachers and teacher educators program directors resource personnel and administrators this book offers both the research and practice schools need to develop effective programs to educate struggling older English learners

Teaching Performance Expectations for Educating English Learners María V. Balderrama, Lynne T. Díaz-Rico, 2006
Teacher Performance Expectations for Educating English Learners addresses the needs of elementary and secondary teachers in multilingual classrooms including second language learning across multiple academic subjects Renowned authors Mar a V Balderrama and Lynne D az Rico provide in a single volume the techniques necessary to prepare teachers and other professionals to teach speakers of other languages and cultural backgrounds This timely text is designed to be a comprehensive source of teaching techniques and effective educational practices particularly those that meet California s standardized Teacher Performance Assessment that prospective teachers must take This book specifically addresses those standards by presenting explicit expectations that challenge teachers in multilingual multiethnic classrooms Subscribing to a teaching approach that respects and builds second language skills upon a foundation of native language proficiency Teacher Performance Expectations for Educating English Learners contains the most up to date techniques currently available for promoting linguistic proficiency and features multiple effective teaching methods for the educator of English learners The main tenet of the book is that successful English language learning results from a combination of rich interesting content instruction and a fast moving engaging curriculum

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