

Approaches To Research In Second Language Learning Donna M Johnson

Beginning Reading and Writing Mathematical and Analogical Reasoning of Young Learners Linguistic Genocide in Education--or Worldwide Diversity and Human Rights? Researching Multilingually Research in Language Learning Educating English Language Learners Salience in Second Language Acquisition The Oxford Handbook of Word Classes Linguistics and the Education of Language Teachers Linguistics for Language Learning Identity and Second Language Learning □□□□ Pragmatics and Language Learning Technology-enhanced Language Learning Language Choices International Yearbook of Educational and Instructional Technology Annual Meeting Program Educating Via Language Academic Literacies Dual Language Essentials for Teachers and Administrators Dorothy S. Strickland Lyn D. English Tove Skutnabb-Kangas Bridget Goodman Alice Omaggio Hadley Fred Genesee Susan M. Gass Eva van Lier James E. Alatis Peter Paul Miguel Mantero Michael D. Bush Martin Pütz Association for Educational and Training Technology American Educational Research Association Emma Santos Castillo Elizabeth Chiseri-Strater Yvonne S. Freeman

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Meeting Program Educating Via Language Academic Literacies Dual Language Essentials for Teachers and Administrators *Dorothy S. Strickland Lyn D. English Tove Skutnabb-Kangas Bridget Goodman Alice Omaggio Hadley Fred Genesee Susan M. Gass Eva van Lier James E. Alatis Peter Paul Miguel Mantero Michael D. Bush Martin Pütz Association for Educational and Training Technology American Educational Research Association Emma Santos Castillo Elizabeth Chiseri-Strater Yvonne S. Freeman*

in this essay collection scholars in the area of early literacy provide concrete strategies for achieving excellence in literacy instruction the collection presents current research based information on the advances and refinements in the area of emerging literacy and the early stages of formal instruction in reading and writing following a foreword alan farstrup and an introduction dorothy s strickland and lesley mandel morrow chapters in the collection are 1 beginning reading and writing perspectives on instruction william h teale and junko yokota 2 becoming a reader a developmentally appropriate approach susan b neuman and sue bredekamp 3 literacy instruction for young children of diverse backgrounds kathryn h au 4 enhancing literacy growth through home school connections diana h tracey 5 children s pretend play and literacy anthony d pellegrini and lee galda 6 talking their way into print english language learners in a prekindergarten classroom celia genishi donna yung chan and susan stires 7 organizing and managing a language arts block lesley mandel morrow 8 classroom intervention strategies supporting the literacy development of young learners at risk dorothy s strickland 9 teaching young children to be writers karen bromley 10 phonics instruction margaret moustafa 11 reading aloud from culturally diverse literature lee galda and bernice e cullinan 12 fostering reading comprehension linda b gambrell and ann dromsky 13 assessing reading and writing in the early years bill harp and jo ann brewer 14 sign of the times technology and early literacy learning shelley b wepner and lucinda c ray and 15 still standing timeless strategies for teaching the language arts diane lapp james flood and nancy roser nka

this book draws upon studies of the development of young children's mathematical and analogical reasoning in the United States and Australia to address a number of significant issues in the mathematical development of young children

In this powerful multidisciplinary book, Tove Skutnabb-Kangas shows how most indigenous and minority education contributes to linguistic genocide according to United Nations definitions. Theory is combined with a wealth of factual encyclopedic information and with many examples and vignettes. The examples come from all parts of the world and try to avoid eurocentrism oriented toward theory and practice. Facts and evaluations and reflection and action. The book prompts readers to find information about the world and their local contexts to reflect and to act. A site with additional resource materials to this book can be found at ruc.dk/tovesk

This book examines what researching multilingually means in practice and theory. It is multinational and transnational in scope, including the voices of both experienced and emerging scholars who reflect on the process of conducting, analyzing, and reporting multilingual research in various settings. Together, the chapters address issues including theorizing multilingualism and collaborative research with multilingual scholars and research participants, navigating insider or outsider positioning with research participants, making and accepting language choices among researchers and participants during research, translating and interpreting multilingual data, and confronting policy challenges of multilingual research design and reporting in English dominant contexts. The book ties these processes to existing theories of multilingualism in research and proposes new ways of understanding best practices while also wrestling with challenges and at times failures in the research process.

The book provides a review of scientific research on the learning outcomes of students with limited or no proficiency in English in U.S. schools. Research on students in kindergarten to grade 12 is reviewed. The primary chapters of the book focus on these students.

acquisition of oral language skills in english their development of literacy reading writing skills in english instructional issues in teaching literacy and achievement in academic domains i e mathematics science and reading the reviews and analyses of the research are relatively technical with a focus on research quality design characteristics and statistical analyses the book provides a set of summary tables that give details about each study including full references characteristics of the students in the research assessment tools and procedures and results a concluding chapter summarizes the major issues discussed and makes recommendations about particular areas that need further research

salience in second language acquisition brings together contributions from top scholars of second language acquisition sla in a comprehensive volume of the existing literature and current research on salience in the first book to focus exclusively on this integral topic the editors and contributors define and explore what makes a linguistic feature salient in sections on theory perpetual salience and constructed salience they also provide a history of sla theory and discussion on its contemporary use in research an approachable introduction to the topic this book is an ideal supplement to courses in sla and a valuable resource for researchers and scholars looking for a better understanding of the subject

this handbook explores multiple facets of the study of word classes also known as parts of speech or lexical categories these categories are of fundamental importance to linguistic theory and description both formal and functional and for both language internal analyses and cross linguistic comparison the volume consists of five parts that investigate word classes from different angles chapters in the first part address a range of fundamental issues including diversity and unity in word classes around the world categorization at different levels of structure the distinction between lexical and functional words and hybrid categories part ii examines the treatment of word classes across

a wide range of contemporary linguistic theories such as cognitive grammar minimalist syntax and lexical functional grammar while the focus of part iii is on individual word classes from major categories such as verb and noun to minor ones such as adpositions and ideophones part iv provides a number of cross linguistic case studies exploring word classes in families including afroasiatic sinitic mayan austronesian and in sign languages chapters in the final part of the book discuss word classes from the perspective of various sub disciplines of linguistics ranging from first and second language acquisition to computational and corpus linguistics together the contributions showcase the importance of word classes for the whole discipline of linguistics while also highlighting the many ongoing debates in the areas and outlining fruitful avenues for future research

text for students and teachers of foreign languages and for all those interested in the nature and use of language examines how language works and how it is used as well as introducing research into the nature of language as it relates to the conscious learning of a language gives examples from many typologically diverse languages including french and chinese contains a glossary a bibliography answers to questions and exercises and an index the author is a senior lecturer in the department of linguistics at monash university published simultaneously in hardback

this volume explores the concept of identity in second language studies highlighting diverse research on community instructors students language immersion pop culture religion code switching and media contributions from various countries provide an international perspective

this volume is about various aspects of the theory and application of language contact and language conflict phenomena seen from an interdisciplinary perspective the focus is on the linguistic social psychological and educational issues conditions constraints and

consequences involved in the status and use of languages in multilingual settings the book is divided into four sections dealing with the following areas theoretical issues this section addresses key issues such as the nature of the concepts of language maintenance language loyalty and language identity language shift language loss and language death it includes the search for models of the often contradictory theoretical issues involved in language contact language policy and language planning this section examines the various language policies carried out by official agencies and focuses on the two basic options available to a multilingual nation assimilation or pluralism attitudes towards languages the section is geared towards research into determinants of language attitudes the methods for the measurements of attitudes as well as the relationship between language policy and attitude change codeswitching and language choice the linguistic social psychological and anthropological implications of using two different codes will be examined from different perspectives relevant research topics include the situational uses of code switching linguistic and social constraints on codeswitching and code switching vs borrowing a further research paradigm deals with the search for relativized constraints resulting from the interaction of universal principles and aspects particular to each codeswitching situation

this book joins the continuing debate over cultural literacy but offers a new point of view the students

dual language essentials for teachers and administrators provides the guiding principles and practices for successful dual language or two way bilingual education authors yvonne and david freeman and sandra mercuri have worked in and visited dual language schools across the country and they show you the programs teachers and students in different two way settings based on their extensive research the authors have developed a set of essentials for dual language programs these include administrative administrator and teacher teacher curriculum literacy planning and assessment essentials the authors illustrate each topic with stories and specific examples drawn from

many different bilingual classrooms freeman freeman and mercuri explain how to organize classrooms establish routines and group students effectively scaffold instruction to build academic concepts and language promote the development of biliteracy make both long and short term plans develop lessons that connect to both content and language standards assess student progress in addition the authors have included several useful resources up to date references on research in dual language settings learning extensions at the end of each chapter that readers with ideas readers can apply to their own contexts a list of key terms and acronyms a composite list of all the essentials dual language essentials for teachers and administrators takes you into dual language schools and classrooms to show how effective programs can help all students develop high levels of academic achievement as they becomes both bilingual and biliterate

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